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Estonian

Language Guide

July 2015
Estonian 1.2
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Estonian
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

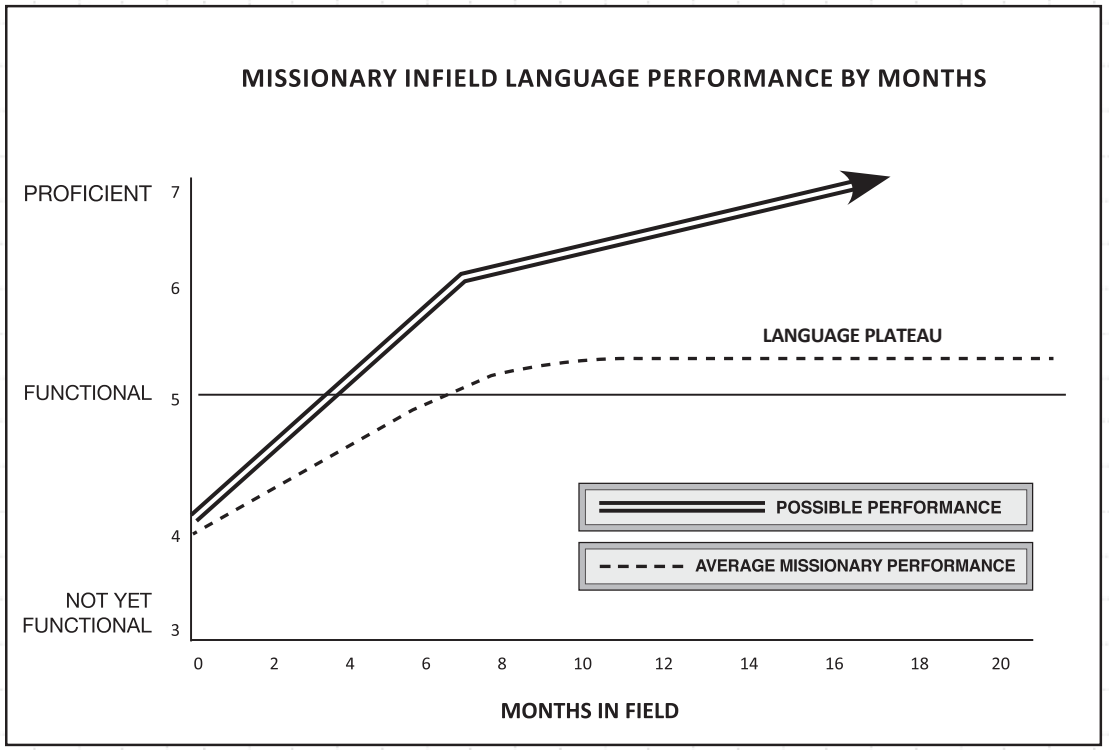
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



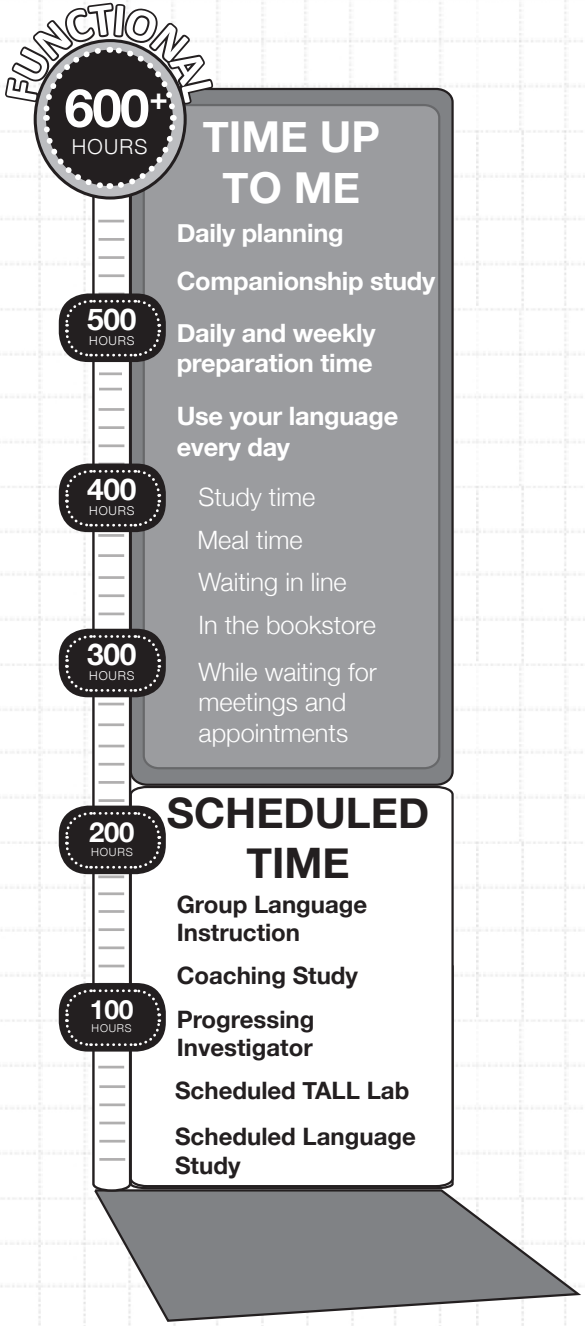
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

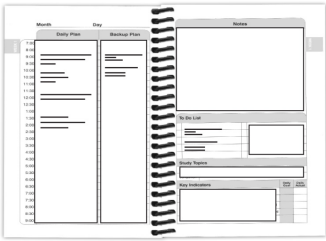
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

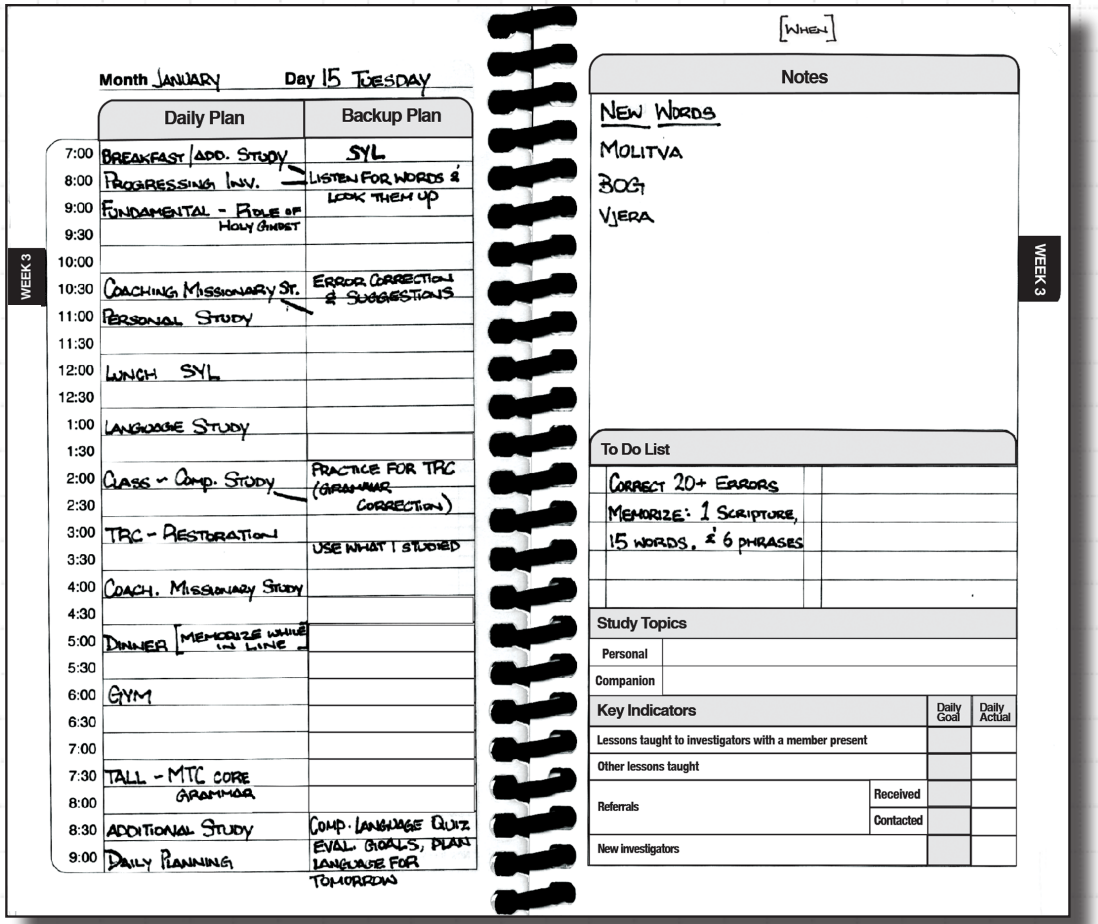
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

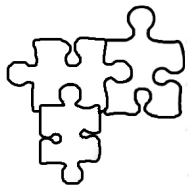
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

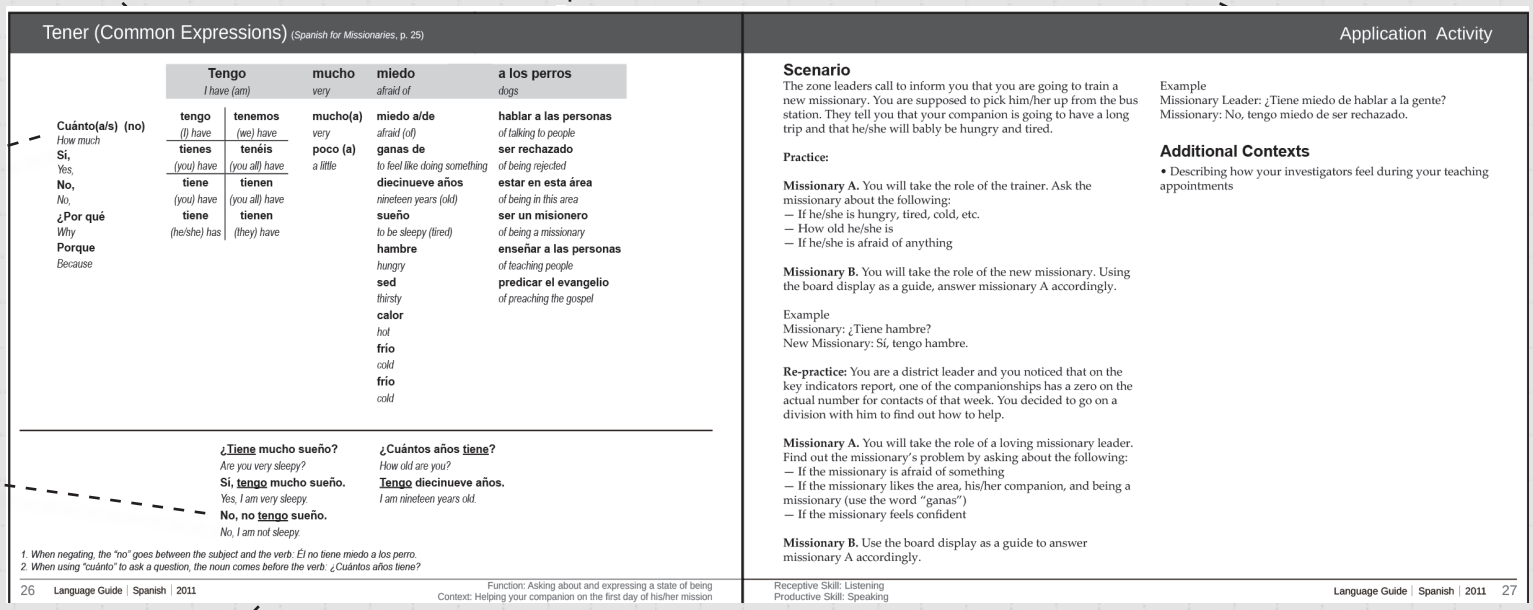
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

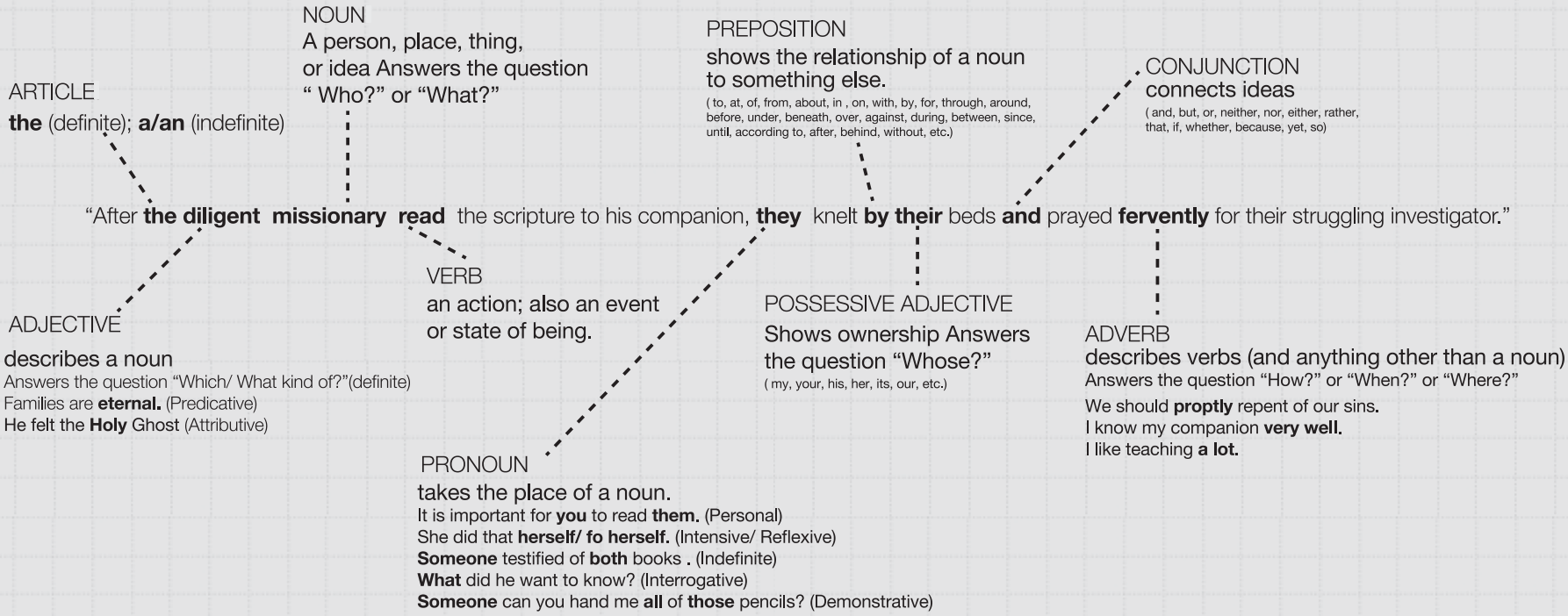
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
ARTICLE
the (definite); a/an (indefinite)
"After the diligent missionary read the scripture to his companion, they knelt by their beds and prayed fervently for their struggling investigator."
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should proptly repent of our sins.
I know my companion very well.
I like teaching a lot.
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are eternal. (Predicative)
He felt the Holy Ghost (Attributive)
PRONOUN
takes the place of a noun.
It is important for you to read them. (Personal)
She did that herself/ fo herself. (Intensive/ Reflexive)
Someone testified of both books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me all of those pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Introduce yourself and others. Find out basic information about others.

Personal Pronouns

Mina(Ma) I	**Meie(Me)** We
Sina(Sa) You	**Teie(Te)** You-all (also formal)
Tema(Ta) He/She/It	**Nemad(Nad)** They

Olema: To be

Mina(Ma) olen I am	**Meie(Me) oleme** We are
Sina(Sa) oled You are	**Teie(Te) olete** You-all (also formal) are
Tema(Ta) on He/She/It is	**Nemad(Nad) on** They are

Nouns	
misjonär	*missionary*
kaaslane	*companion*
nimi	*name*
Jeesus Kristus	*Jesus Christ*
kirik	*church*
Mormoni Raamat	*Book of Mormon*
Jumal	*God*

Question Words	
Mis?	*What?*
Kes?	*Who?*
Kuidas?	*How?*
Millal?	*When?*
Miks?	*Why?*
Milline?	*What kind?*
Mitu?	*How many?*

Getting to know someone (Kellegagi tuttavaks saamine)

Greetings
Tere! Hello! **Kuidas on teie nimi?** What is your name? **Tere hommikust!** Good morning! **Tere päevast!** Good day! **Tere õhtust!** Good evening!

Greetings-2
Kuidas teil (sul) läheb? How on you it goes? **Kuidas läheb?** How is it going? **Hästi! Ja teil (sul)?** Well. And you? **Suurepäraselt.** Wonderfully.

Subject-Verb	Object
Mina olen... I am... **Sina oled...** You are...	**Vanem/Õde _____.** Elder/Sister _____. **misjonär.** a missionary. **usklik.** religious.
Mul on... I have... (On me is) **Sul on...** You have...	**vennad ja õed.** brothers and sisters. **lapsed.** children. **perekond.** a family.

See	on	Object
See This	**on** is	**minu kaaslane.** my companion. **Mormoni Raamat.** the Book of Mormon.

Question		Formal
Kust sa pärit oled? From where you orignally are?		**Kust te pärit olete?** From where you (frm.) are?
I am	**From Place**	
Mina olen I am	**Utah'st** from Utah **Californiast** from California **Ameerikast** from America	**pärit.** originally.

Farewells
Nägemist! Goodbye! **Nägemiseni!** Until next time! **Head päeva (teile)!** Good day (to you)! **Teile ka!** To you also! **Varsti näeme!** See you soon!

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Ask and answer simple questions about God, Jesus Christ, Joseph Smith the Book of Mormon, and missionaries.

Nouns	
Jumal	*God*
palve	*prayer*
Püha Vaim	*the Holy Ghost*
perekond	*family*
pühakirjad	*scriptures*
prohvet	*prophet*
Mormoni Raamat	*The Book of Mormon*
Päästja	*Savior*
Taevane isa	*Heavenly Father*
tunnistus	*witness/testimony*
laps	*child*

Adjectives	
tähtis	*important*
eriline	*special*
armastav	*loving*
võimas	*powerful*
õige	*true*
püha	*sacred*

Verbs	
olema	*to be*
uskuma	*to believe*
aitama	*to help*
õnnistama	*to bless*
armastama	*to love*

Personal Pronouns

Mina(Ma) I	**Meie(Me)** We
Sina(Sa) You	**Teie(Te)** You-all (also formal)
Tema(Ta) He/She/It	**Nemad(Nad)** They

Possessive Pronouns

Minu(Mu) My	**Meie(Me)** Our
Sinu(Su) Your (informal)	**Teie(Te)** Your (plural, also formal)
Tema(Ta) His/Her/its/	**Nende** Their

Subject (nom.)	Verb	Object (nom.)
Meie We	**oleme** are	**misjonärid.** missionaries.
Mina I	**olen** am	**Vanem/Õde _____.** Elder/Sister _____.

Subject (nom.)	Verb	Object (part.)
God God	**teab** knows	**sind.** you.
Jeesus Kristus Jesus Christ	**armastab** loves	**teid.** you (plural).
Püha Vaim Holy Ghost	**inspireerib** inspires	**meid.** us.
Tema He	**aitab** helps	**perekondi. (part. pl.)** families.
Kristus Christ	**juhib** leads	**kirikut.** the church.

Subject	Verb	Object
Prohvetid Prophets **Misjonärid** Missionaries **Pühakirjad** The scriptures **Apostolid** The apostles	**õpivad** learn **õpetavad** teach **jutlustavad** preach	**Jumal sõna.** the word of God. **tde.** the truth. **evangeeliumi.** gospel.

Question	is	Object	?
Kes Who **Mis** What	**on** is	**Jumal** God **Püha Vaim** the Holy Ghost **prohvet** a prophet **tõde** truth **usk** faith/religion	**sinu jaoks?** for you? **Adjective**
Miks Why			**tähtis?** important? **vajalik?** necessary?

Mis	Pronoun	Verb	Object
Mida What	**sina** you	**ootad** expect **tahad** want	**sellest tunnist?** from this lesson? **meie külaskäikudelt?** from our meetings?
	teie you (frm.) or (pl.)	**ootate** expect **tahate** want	**Jumalalt?** from God?

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Pray simply and sincerely for self and others.

Personal Pronouns

Mina(Ma) I	**Meie(Me)** We
Sina(Sa) You	**Teie(Te)** You-all (also formal)
Tema(Ta) He/She/It	**Nemad(Nad)** They

Nouns	
evangeelium	*the Gospel*
misjoni kutse	*mission call*
rahu	*peace*
lohutus/tröost	*comfort*
keelte and	*the gift of tongues*
kannatlikkus	*patience*
muutus	*change*
süda	*heart*

Adjectives	
tänulik	*grateful, thankful*
kallis	*dear*

Conjuctions	
et	*that*
kui	*if/when*
eest	*for (use genetive)*

Verbs	
paluma	*to ask for*
palvetama	*to pray*
andma	*to give*
olema	*to be*
õnnistama	*to bless*
lugema	*to read*
tahtma	*to want*
ristitud saama	*to get baptized*
aitama	*to help*

1. Address Heavenly Father	
Adjective	**Name**
Kallis Dear **Meie** Our	**Taevane Isa** Heavenly Father

Gift of Tongues
Me palvetame, et meile antaks keelte and. We pray that we would be given the gift of tongues.

Asking for the Holy Ghost
Me palume, et sinu vaim oleks koos meiega. We ask that the Holy Ghost would be with us.

2. Give Thanks				
Subject + Verb	**Adjective**		**Noun(gen.)**	**eest**
Ma olen I am **Me oleme** We are	**tänulik(ud)** grateful	**oma** my **oma** our	Päästja Savior **perekonna** family	**eest.** for.
Ma tänan I thank	**sind** you		**kaaslase** companion **õnnistuste** blessings	
Me täname We thank			evangeeliumi the gospel	

3. Ask for Blessings			
Petition	**Verb (command)**	**Object Pronoun**	**OR (name)****
Palun Please	**õnnista** bless **aita** help	**mind** | **meid** **sind** | **teid** **teda** | **neid**	**Jaanust** Jaanus (estonian name) **Vend _____it** Brother_____ **Õde _____it** Sister _____
Ma palun sind I ask Thee		**Verb (DA)** **õnnistada** bless	
Me palume sind We ask Thee		**aidata** help	

4. End Prayer
Jeesuse Kristuse nimel, Aamen. Jesus Christ´s name in, Amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Testify of God, Christ, the Gospel, and ask questions that help others begin to gain testimony.

Nouns	
usk	*faith*
meeleparandus	*repentance*
ristimine	*baptism*
lepitus	*the Atonement*
õnnistus	*blessing*
lootus	*hope*
rõõm	*joy*
patt	*sin*
tunnistus	*testimony*
teadmine	*knowledge*

Adjectives	
õige(d)	*true*
taastatud	*restored*
armastav(ad)	*loving*
puhas (puhtad)	*clean*

Verbs	
teadma	*to know*
tunnistama	*to testify*
ütlema	*to say*
elama	*to live*
võima	*to be able to / can*
aru saama	*to understand*
jagu saama	*to overcome*
tundma	*to feel*
naasma	*to return*
leidma	*to find*
järgima	*to follow*
kuuletuma	*to obey*
ohverdama	*to sacrifice*
aitama	*to help*

Question
Miks...? Why
Kuidas...? How

Tunnistama: To testify

Mina(Ma) tunnistan I testify	**Meie(Me) tunnistame** We testify
Sina(Sa) tunnistad You testify	**Teie(Te) tunnistate** You-all (also formal) testify
Tema(Ta) tunnistab He/She/It testifies	**Nemad(Nad) tunnistavad** They testify

Subject	Verb	Other
Jeesus Kristus Jesus Christ		**Päästja** the Savior
Mormoni Raamat The Book of Mormon	**on** is	**õige** true
Evangeelium The Gospel	**oleks** would be	**minu elus õnnistus** a blessing in my life
Lepitus The Atonement	**oli** was	**taastatud** restored
Palve Prayer	**on olnud** has been	**minu elus tähtis** important in my life
Joseph Smith Joseph Smith		**Jumala prohvet** a prophet of God

Question	is	Object	?
Kes Who **Mis** What	**on** is	**Jumal** God **Püha Vaim** the Holy Ghost **prohvet** a prophet **tõde** truth **usk** faith/religion	**sinu jaoks?** for you?
Miks Why			**Adjective** **tähtis?** important? **vajalik?** necessary?

Subject	Conjugated Verb - can	Infinitive Verb	Object
Mina / **Meie** **Sina** / **Teie** **Tema** / **Nemad**	**võin** / **võime** **võid** / **võite** **võib** / **võivad**	**saada aru** to understand	**evangeeliumist** the gospel
		leida to find	**vastust** an answer
		tunda to feel	**Jumala juurde** to God´s presence
		naasta to return	**rõõmu** joy

Ending a testimony
Ma ütlen seda, Jeesus Kristuse nimel, aamen. I say this in the name of Jesus Christ, Amen.

Asking a member to testify
Vend Raid, Kas sa jagaksid oma tunnistust? Bro. Raid, would you share your testimony?

Subject	Verb		Object
Jeesus Kristus Jesus Christ	**aitab** helps	**mul** / **meil** **sul** / **teil** **tal** / **neil**	**saada proovikividest jagu** overcome challenges
Mormoni Raamat The Book of Mormon	**võimaldab** enables		**rõõmu** joy

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Extend simple invitations and ask questions to help others express understanding.

Nouns	
vastus	*answer*
armastus	*love*
sõnum	*message*
õigsus	*truthfulness*
eeskuju	*example*
tunded	*feelings*
tähtsus	*importance*
kavatsus	*intention*

Verbs	
käima	*to attend*
otsima	*to seek*
saama	*to receive*
leidma	*to find*
mõtlema	*to think*
õppima	*to learn*
järgima	*to follow*
aru saama	*to understand*

Adverbs	
iga nädal	*every week*
päeviti	*daily*
täna õhtul	*tonight*
sel nädalal	*this week*
siiralt	*sincerely*
iga päev	*each day*
ustavalt	*faithfully*

Baptismal Commitment
Kas sa järgid Jeesuse Kristuse eeskuju ja saad ristitud kellegi poolt, kellel on Jumala preesterluse volitus? Will you follow the example of Jesus Christ and be baptized by someone who holds the Prieshood authority of God?

Extend an Invitation		
Verb	**Preposition**	**Object**
Kas sa palvetad Will you pray		**tõsise kavatsusega?** with real intent?
Kas sa loed Will you read	**meiega** with us	**Mormoni Raamatut?** the Book of Mormon?
Kas te järgite Will you (all) follow		**Jeesuse Kristuse eekuju?** the example of Jesus Christ?
Kas sa käid Will you attend	**siiralt** sincerely	**kirikus?** church?
Kas sa otsid Will (all) you look for		**Püha Vaimu soosistusi?** the whisperings of the Spirit?

Adverbs	
iga nädal	*every week*
päeviti	*daily*
täna õhtul	*tonight*
sel nädalal	*this week*
siiralt	*sincerely*
iga päev	*each day*
ustavalt	*faithfully*

Follow-Up	
Question Word	**Verb (Past Tense)**
Mida What	**tunnete?** you (all) feel?
	õppisite? you (all) learned?
Kuidas How	**mõtlete?** you (all) think?

Follow-Up		*Ma ei saa aru!*
Verb (Past Tense)	**Object**	
Kas sa palvetasid Did you pray	**Joseph Smithist?** about Joseph Smith?	**for about use -ST case**
Kas sa lugesid Did you read	**Mormoni Raamatut?** the Book of Mormon?	**for many verbs use -PART case**
Kas sa said Did you receive	**vastust?** an answer?	
Kas sa käisid Did you attend	**kirikus?** in church?	for käima use either -S or -L

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Extend simple invitations and ask questions to help others express understanding.

This-Those	
see	*this (nom.)*
selle	*this (gen.)*
seda	*this (part.)*
need	*those (nom.)*
nende	*those (gen.)*
neid	*those (part pl.)*

Nouns	
lõik	*paragraph*
peatükk	*chapter*
kahtlus	*doubt*
küsimus	*question*
lehekülg	*page*
number	*number*
lugu	*story*
kuulekus	*obedience*
tagajärg	*consequence*
ligimesearmastus	*charity*

Verbs	
jagama	*to share*
meeldima	*to be pleasing unto*
vastama	*to answer*
õpetama	*to teach*
näitama	*to show*
selgitama	*to explain*
rääkima	*to speak/talk*
pidama	*to must*
Sul on (midagi) vaja	*to need, On me is the need of ...*
tegema	*to do*
arendama	*to develop*
On (olemas)	*there is/are*

Other	
selleks, et	*in order to _____*
siin	*here*
nagu	*like, as*

Sharing a Scripture (Pühakirjakoha jagamine)

Subject/Verb	Verb (DA)	Object		
Ma tahan I want	**jagada** to share	**pühakirja-kohta** a scripture	**ususst** about faith	
Ma/Me tahaks I/We would like	**lugeda** to read	**osa** a section	**mis vastab** that answers	**sinu küsimusele** your question
See on This is/are		**peatükki** a chapter	**mis räägib** that talks	**sinu küsimusest** about your question

Question Phrase	Location	Chapter #	Preposition	#	Please
Kas sa loeksid Could you read	**Alma raamatus** in the book of Alma	**peatükk __** chapter __	kuni to/until	**selle salmini** until this verse __	**palun?** please?
Kas sa loed Will you read	**lehekülg __** page __	**salm __** verse __			

Demonstrative Pronoun			Noun	Verb + OP	Object
See This	**Need** These		**salm** verse	**õpetab meid** teach(es) us	**ususst Jeesusesse Kristusesse** faith in Jesus Christ
See That	**Need** Those		**lugu** story	**näitab meile** shows us	**kuulekusest** obedience
Siin, Here,			**Alma** Alma	**selgitab** explains	**patu tägajärgi** the effects of sin

NB!
When you use the verb pidama, use -MA Ex) Mida peaksime tegema? -What should we do? -tegema, olema, arenema

Question	Verb (Conj.)	Verb (Infinitive)
¿Mida What **¿Kes** Who	**Alma õpetab** Alma teaches	**selles salmis?** in this verse? **sellest pühakirjako-hast?** about the scripture?
	räägiib talks	
	saad aru do you understand	

Question	Verb (Conj.)	Verb (DA)(MA)	Noun Phrase
Miks Why	**peaksime** should we	**olema** to be	**nagu Kristus?** like Christ?
Mida What	**sul on vaja** do you need	**teha** to do	**ligimesearmastust?** charity?
Kuidas How	**võime** can we	**arendada** to develop	**selleks, et meil oleks (noun)?** in order to have *(noun)?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Eesmärk:

Share an experience and ask questions to help others share.

Common Verbs	
soovima	*to desire*
avastama	*to discover*
otsustama	*to decide*
hakkama/ *alustama*	*to start*
palvetama	*to pray*
õppima	*to study*
külastama	*to visit*
vastama	*to answer*
kuulama	*to listen*
kuulma	*to hear*
aru saama	*to understand*
eraldama	*to separate*
armastama	*to love*
teadma	*to know*

Nouns	
andestus	*forgiveness*
usk	*faith*
õigsus	*truth*
sõna	*word*
rahu	*peace*
lapsed	*children*
keha	*body*
kirik	*church*
Piibel	*Bible*
isik	*being*

PRESENT TENSE ENDINGS	
-n (mina)	**-me (meie)**
-d (sina)	**-te (teie)**
-b (tema)	**-vad (nemad)**

NB!
When you use the verb to start, if you follow ´to start´ with another verb use hakkama + -MA
Ex) Millal sa hakkad lugema Mormoni Raamatut
-When will you start reading the Book of Mormon

Subject	Imperfect Verb	Verb -DA	If there is	Noun
Mina I **Joseph Smith** Joseph Smith	**tahtsin** wanted **soovis** desired	**teada,** to know **õppida,** to learn	**kas oli olemas** yes/no there was	**õige kirik** a true church **andestus** forgiveness **Jumal** a God

Subject	Past Verb	Inf. Verb
Ta He/She/It **Ma** I	**otsustas** decided **otsustasin** decided	**teada** to know **Piiblit lugeda** to study the Bible **kirikus käia** to go to church

Subject	Past Verb	Noun
Jumal God **Jeesus** Jesus **Püha Vaim** The Holy Ghost	**külastas** visited **kuulis** heard	**Joseph´it** Joseph
	vastas answered	**Joseph´i palvele** Joseph´s prayer

Subject	Past Verb	That	Phrase
Ta He/She/It **Ma** I	**õppis,** learned **avastasin,** discovered	**et** that	**Jumal ja Jeesus on kaks eraldiolvevat isikut.** God and Jesus are two separate beings. **Jumalal on luust ja lihast keha** God has a body of flesh and bones. **Jumal armastab oma lapsi** God loves His children.

Nii
So
Sellepärast,
For that reason,
Pärast seda,
After that,
Sel hetkel,
In this moment,
Nüüd,
Now,
Kuna,
Since,

Subject	Past Verb	That	Noun	Verb	Acc. Noun
Joseph Joseph **Ta** He/She/It **Tarmo** Tarmo	**teadis,** knew **sai aru,** understood	**et** that	**Jumal** God **Jeesus** Jesus	**kuuleb** hears **juhib** leads **õnnistab** blesses	**oma lapsi** His children **kõiki inimesi** all people

	Subject	Helper Verb	Also	Verb	Object
Just nagu Joseph, Just like Joseph,	**sina** you	**võid** can	**ka** also	**saada** to receive	**rahu** peace **Jumalat** God
				teada to know	**tõde** the truth

To Be

Kust	**teie pärit**	**olete?**
From where	*you originally*	*are?*

?

Kes/Kelle/Keda
Who
Kus/Kuhu/Kust
Where/to where/from where

OLEMA *TO BE*

Mina olen *I am*	**Meie oleme** *We are*
Sina oled *You are*	**Teie olete** *You (pl.) are*
Tema on *He/She is*	**Nemad on** *They are*

Negative: ei ole

Vanem _____
Elder _____
Õde _____
Sister _____
Pärit
originally—add –st to place of origin
Misjonär/id
Missionary/missionaries
üheksateist/ kakskend üks aastat vana
Nineteen/ twenty-one years old
Kiriku esindaja/d
church representative/s

Kes teie olete?
Who are you?
Meie oleme misjonärid.
We are missionaries.

Kust te pärit olete?
Where are you from originally?
Meie ei ole Eestist pärit.
We are not from Estonia originally.

"To be" is only irregular in that he/she/it and they are both conjugated to "on." (Tuldava p.17)

Function: Asking about and expressing a state of being
Context: Getting to know someone

Scenario

You and your companion are contacting in Tartu. You meet someone and you introduce yourselves. Use the board display and any other grammar principles that you know to introduce yourselves.

1. Practice: Practice: In pairs, one missionary will take the role of a person in Tartu and the other will fill the role of the missionary. Introduce yourself.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

It's your first Sunday in Estonia, and the branch president asks you to introduce yourself in sacrament meeting. Introduce yourself to others.

Present Tense

Mina tean, et	**Jumal**	**elab.**
I know that	*God*	*lives.*

Mida teie usute?
What do you believe?

Mina tean, et	**Jumal**	**Armasta/ma**		**+ meid?**
I know that	*God*	*to love*		*us*
Mina tunnistan, et	**Jeesus Kristus**	**õnnista/ma**	**+**	
I testify that	*Jesus Christ*	*to bless*		
	Joseph Smith	**Tundma (tunne-)**		
	Joseph Smith	*to feel/to know a person*		
	Kirik	**Ela/ma**		
	the church	*to live*		
	Mormoni Raamat	**Ette kuuluta/ma**		
	Book of Mormon	*to prophesy*		
	Päästja	**Tunnista/ma**		
	Savior	*To testify*		
	Prohvet	**õpeta/ma**		
	Prophet	*to teach*		

PRESENT TENSE ENDINGS

-n (mina)	**-me (meie)**
-d (sina)	**-te (teie)**
-b (tema)	**-vad (nemad)**

Negative conjugation:
ei + stem

Mida teie usute?
What do you believe?
Mina tean, et Jeesus Kristus elab.
I know that Jesus Christ lives.
Meie teame, et Jumal õnnistab meid.
We know that God blesses us.

In most cases, the verb stem will simply require a removal of the "ma" from the infinitive; however, there are some verbs (see "teadma" and "tundma"), for which the stem differs from the infinitive. (Tuldava p.16)

Function: Asking about and describing actions and events
Context: Testifying

Scenario

You get on a bus and sit down. Tarmo is sitting next to you and you start sharing the gospel with him. Testify to him how the gospel has blessed your life. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Tarmo and the other will fill the role of the missionary. Testify to Tarmo what you know to be true.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Ma tean et Jumal armastab meid.

Additional Scenario(s)

You are teaching Jiaqi for the first time. He is from China and knows very little about religion. Testify to him of the things you know about the gospel.

Past Tense

Joseph Smith	**luges**	**piblit.**
Joseph Smith	*read*	*the Bible.*

?

Kas
Yes/No
Jah,
Yes,
Ei, ei
No, did not

Joseph Smith
Joseph Smith
Jumal
God
Jeesus Kristus
Jesus Christ

palveta/ma
to pray
saat/ma
to send
raja/ma
to establish
vasta/ma
to answer
ilmu/ma
to appear
minema (läk-)
to go

Regular past tense endings

-si/n	**-si/me**
-si/d	**-si/te**
-s -is	**-si/d**

ol/ema
to be
näg/ema
to see

Irregular past tense endings

-i/n	**-i/me**
-i/d	**-i/te**
-i	**-i/d**

sa/ama
to receive
looma (lõ-)
to create

Negative past tense ending

-nud	**-nud**
-nud	**-nud**
-nud	**-nud**

Jumalale
to God
oma Poja
His son
oma kiriku
His church
metsatukka
into the woods

segaduses
in confusion
Jumalat
God
vastuse
an answer
maailma
the world

Kas Joseph Smith nägi Jumalat?
Yes/no Joseph Smith saw God?
Jah, Joseph Smith nägi Jumalat.
Yes, Joseph Smith saw God.

Kas Jumal oli segaduses?
Yes/no God was in confusion (confused)?
Ei, Jumal ei olnud segaduses.
No, God was not in confusion (confused).

For more specific rules governing irregular past tense verbs, see pages 144-145 in the Tuldava grammar book.

Function: Asking about and describing actions and events
Context: Teaching the message of the Restoration

Scenario

You and your companion are ordering hot chocolate and pastries from a local cafe when the cafe worker asks you what the difference there is between the Lutheran Church and the LDS Church. Answer the woman's question by briefly teaching about apostasy and restoration.

1. Practice: In pairs, one missionary will take the role of the cafe worker named Elis. The other missionary will briefly touch on apostasy and restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas Joseph Smith sai vastuse?
Missionary: Jah, Joseph Smith sai vastuse.

Additional Scenario(s)

As senior companion you are calling your district leader to report on how your day went. Your district leader asks what you taught your investigator Elis and how Elis reacted to what was taught.

Possession

Minu *My*			**venna** *brother's*	**poeg** *son*	**on** *is*	**väga kena** *very cute.*

Milline on
What kind is
Kes on
Who is

Minu *My*	**Meie** *Our*	**(oma)** *own*	**vend --> venna** *brother's*	**vend** *brother*	**?**	**kena** *cute*
Sinu *Your*	**Teie** *Your (pl.)*		**õde --> õe** *sister's*	**õde ?** *sister*	**on** *is*	**naljakas** *funny*
Tema *His/her*	**Nende** *Their*		**ema --> ema** *mother's*	**ema** *mother*		**pikk** *tall*
			isa --> isa *father's*	**isa** *father*		**lühikene** *short*
			tädi --> tädi *Aunt's*	**tädi** *Aunt*		**ilus** *pretty*
			onu --> onu *Uncle's*	**onu** *Uncle*		**tark** *smart*
			poeg --> poja *son's*	**poeg** *son*		**vana** *old*
			tütar --> tütre *daughter's*	**tütar** *daughter*		**noor** *young*
						väga *very*

Kes on teie ema vend?
Who is your mother's brother?
Minu ema vend on minu onu.
My mother's brother is my uncle.

Milline on nende tädi poeg?
What kind is their cousinwhat is their cousin like?
Nende tädi poeg on naljakas.
Their aunt's son cousin is funny.

Tuldava p. 41,47

Function: Asking about and expressing possession or ownership
Context: Talking about family

Scenario

The Kõiv pere invited you over to teach a brief message for Family Home Evening. They ask you to teach about the importance of family.

1. Practice: In pairs, one missionary will take the role of the 12-year-old boy, Raido. The other missionary will teach about the importance of families by sharing a little about his or her own family using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Raido: Milline on teie ema?
Missionary: Minu ema on naljakas.

Additional Scenario(s)

You teach a recent convert, Argo, about eternal families. Explain a little about your family and why you want to live with them for eternity.

Genitive Postpositions

Me täname sind *We thank thee*	**selle päeva** *this day*	**eest** *for*
Me täname sind *We thank thee* **Ma tänan sind** *I thank thee* **Me oleme tänulikud** *We are grateful* **Ma olen tänulik** *I am grateful* **Me palume sind** *We ask Thee* **Ma palun sind** *I ask Thee* **Me palvetame** *We pray* **Ma palvetan** *I pray*	**See --> selle** *this* **Jeesus Kristus --> Jeesuse Kristuse** *Jesus Christ* **Õnnistused --> Õnnistuste** *blessings* **Päev --> Päeva** *day* **Kirik --> Kiriku** *church* **Perekond --> Perekonna** *family* **Prohvet --> Prohveti** *Prophet* **Kirikuga tutvuja --> kirikuga tutvuja** *investigator* **Abi --> abi** *help*	**eest** *for* **pärast** *because of*
Me pöördume *We turn*	**Sina --> Sinu** *Thy*	**poole** *to direction*

Mille eest me täname sind?
What for we thank thee?
Me täname sind Jeesuse Kristuse eest.
We thank thee Jesus Christ for
Ma tänan sind selle võimaluse eest.
I thank thee this opportunity for.

The genitive plural will always end in -de or -te. For rules on forming the genitive plural, see Tuldava p. 195-197. (Tuldava p. 52; 316-317)

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Prayer

Scenario

You meet Marko on a street. He tells you that his family left him because of his addictions. He is trying to quit smoking and drinking, but is having difficulty and wants help. You feel impressed to teach him about prayer. Use the board display and any other grammar principles that you know to teach prayer.

1. Practice: In pairs, one missionary will take the role of Marko and the other will fill the role of the missionary. Teach Marko about how to pray.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Me palvetame õnnistuste eest.

Additional Scenario(s)

You have been teaching Anne. She is Lutheran and is used to reciting the Lord's prayer. Teach her how to pray.

Conceptual Practice: Directional Postpositions

Decide, in English, whether the sentence should use the genitive postposition which indicates a stationary position, movement towards the word in genitive, or movement away from the word in genitive. If no movement is indicated, the postposition will take its regular form. If the subject is moving onto, into, or towards something, choose the form of the postposition which indicates movement in the direction of the word in genitive. If the subject is moving out of or away from something, choose the form of the postposition (often ending in –st or –lt) which indicates movement in a direction away from the word in genitive. Read the sentences below in English and decide which of the three forms of the underlined postposition should be used in each case. The word in italics is the genitive word to which the postposition refers:

---

1. God sent us onto the *earth* to learn and to grow.
2. We want to return to *God's* presence.
3. We can feel the Spirit inside our *hearts*.
4. Some people believe that God lives above *us* in heaven.
5. The missionaries came knocking behind the *door*.
6. Tell the investigator to follow behind *us* so he won't get lost on the way to church.
7. If you go to the edge of the *city*, you will find their house.
8. As we turn our lives in *God's* direction, we will feel joy.
9. Everyone will stand in front of *God* to be judged according to their works.
10. May we come inside in order to teach more about the gospel?
11. Your past sins are between *you* and the *Lord*.
12. When we left *God's* presence, we knew that we could return to Him again.
13. You have to go under the *bridge* before you will see the church building.
14. While you are on the *earth*, you can make decisions.
15. We can receive answers to prayers from *God's* direction.
16. Joseph Smith saw God and Jesus Christ standing above *him* in the air.
17. Christ was next to *Heavenly Father*, on His right hand.
18. When you go in front of your *father in heaven*, do you want to feel like you have been cleansed from sin?
19. When you come out of the *church*, turn left to get to the bus stop.
20. I went and sat between the *students* on the bus so that I could speak with them.

Practice deciding, in English, whether to use the –ma ending rather than the –da ending on infinitive verbs which follow the first verb in the sentence. Use the –ma ending if the sentence meets any of the following requirements:
(1) The verb comes immediately after any verb of motion
(2) The verb immediately follows any of these verbs:
(3) the verb follows one of these special adjectives:

hakkama (to begin)
kõlbama (to be suitable)
sundima (to force)
ahvatlema (to tempt)
jääma (to remain)
valmistama (to prepare something)
valmistuma (to prepare oneself)

jätma (to leave behind)
juhtuma (to happen)
õpetama (to teach)
kutsuma (to call / to invite)
õppima (to learn)

harjunud (accustomed)
nõus (willing)
osav (capable)
sunnitud (forced)
valmis (ready)

In contrast, use the –da ending on verbs which follow any verb not listed here. Read the sentences below in English and decide, based on the preceding verbs or adjectives in italics, whether you would use *-da* or *-ma* for the underlined verbs in each case:

---

1. I *want* to teach people about the gospel.
2. We *came* to earth to learn and to progress.
3. God *sent* His Son to atone for the sins of the world.
4. He *loves* to read the scriptures.
5. She is *ready* to receive the gospel.
6. You *can read* the scriptures to know if they are true.
7. Joseph Smith *went* into the woods to pray.
8. They are *willing* to follow Christ's example.
9. We *are baptized* to receive a remission of sins.
10. I *learn* Estonian in order to help others come unto Christ.
11. He is *accustomed to* attending his own church.
12. *Can* you attend church this Sunday?
13. God *called* me to be a missionary.
14. She *is happy* to learn more.
15. Satan *tempted* Adam and Eve to eat the fruit.
16. Through the Atonement, you don't *have* to feel guilt for your sins.
17. Will you *prepare yourself* to receive baptism?
18. He *learned* to pray as a child.
19. My companion *lives* to share the gospel.
20. We *listen* to the prophets in order *to understand* what to do in this life.
21. Missionaries will never *force* you to accept the gospel.
22. The Holy Ghost *helps* us receive answers to prayers.
23. We are all *capable* of feeling the Spirit.
24. I *began* to speak in English on accident.
25. She *went* to the temple to feel God's love.

–MA/-DA Infinitives

te soovite	**õppida**	**tundma**	**Jumalat ?**
you desire	*to learn*	*to know*	*God?*
Saame	**õpeta/ma**	**+ -DA**	**meie sõnumit**
We can	*teach*		*our message*
Võime	**jaga/ma**		**rohkem**
We can	*share*		*more*
Tahate	**kuul/ma**		**Jumalast**
You want	*to hear*		*about God*
Soovite	**õppi/ma**		
You desire	*to learn*		

Kas
Yes/no
Kas
Yes/no
Miks
Why

Tuleme sisse	**õpetama**
We come inside	*to teach*
Õpetame	**rääkima**
We teach	*to speak*
	teadma
	to know

Miks te olete siin ?
Why are you here?
Me oleme siin õpetada Jumalast.
We are here to teach about God.
Me oleme siin jagada sõnumit Jeesusest Kristusest.
We are here to share a message about Jesus Christ.

Mida te tahate ?
What do you want?
Ma tahan kutsuda teid palvetam
I want to invite you to pray.

When creating the –da form of the verb, there are some irregular forms, including olla (olema), tulla (tulema), minna (minema), öelda (ütlema, süüa (sööma), and others.
See Tuldava pages 126-129.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Door approach

Scenario

You and your companion are knocking on doors and Teneli opens her door to listen to what you have to say. Help her understand why you are there and invite her to learn more.

1. Practice: In pairs, one missionary will take the role of the woman at the door, Teneli. The other missionary will invite Teneli to learn more about the gospel by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kas me võime õpetada rohkem?

Additional Scenario(s)

At another door, an older woman calls through the door to ask what you want. Respond by explaining your purpose and invite her to learn more.

To Have

Minul	on	kaks venda
On me	*are (I have)*	*two brothers.*

?

Kas
Yes/no
Jah,
Yes,
Ei,
No,

Minul	**Meil**
On me	*On us*
Sinul	**Teil**
On you	*On you (pl.)*
Temal	**Nendel**
On he/she/it	*On them*

Jumalal
On God
Jeesusel Kristusel
On Jesus Christ
Prohvetil
On the Prophet

On
is/ are
Ei ole
is not/ are not
Oli/ olid
was/ were
Ei olnud
was not/ were not

Usk/u
Faith
Perekond/a
Family
Kirik/ut
church
Abivaja/
need for help
Küsimus/t
question
Plaan/i
Plan
Volitus/t
Authority
Tõde/
truth

Kas teil on perekond?
Do you have on you is a family?
Ei, mul ei ole perekond
Yes, I have on me is a family.

Kas teil on usk?
Do you have on you is faith?
Jah, ma usun et Jumalal on plaan.
Yes, I believe that God has on God is a plan.

If the sentence is negative, the object receiving possession must take the partitive case. If the sentence is affirmative, the object receiving possession is nominative.

Function: Asking about and expressing possession or ownership
Context: Street contact

Scenario

You and your companion are contacting in the park and you begin speaking with Janno as he sits on a bench. Get to know Janno and find out about his religious beliefs.

1. Practice: In pairs, one missionary will take the role of the man in the park, Janno. The other missionary will get to know Janno by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kas teil on usk?

Additional Scenario(s)

A member (Triinu) invites you to come over to teach a friend, Kadi. Over the phone, ask Triinu about Kadi's beliefs.

Decide, in English, whether to use the genitive singular, the nominative plural, the partitive singular, or the partitive plural case for each of the sentences below. The object of the sentence (that which receives the action) is a *total object* if it meets all of the following requirements: the verb is affirmative, the action leads to completion, and the object is impacted in its entirety. If the total object is singular, it takes the genitive singular case. If the total object is plural, it takes the nominative plural case. If any one of the three requirements for a total object is not met, the object is partial and the object takes the partitive singular case if it is singular and the partitive plural case if the object is plural. Feelings and senses always cause the partial object.

---

1. I ate cake.
2. He finished reading the Book of Mormon.
3. We listen to the prophet.
4. They love church.
5. She drank a glass of water.
6. I am reading the Book of Mormon.
7. God blesses us when we repent.
8. God hears our prayers.
9. Joseph Smith translated the Book of Mormon.
10. God sent His Son to earth.
11. I didn't read the entire chapter.
12. Joseph Smith saw God the Father and Jesus Christ.
13. He doesn't listen to the Spirit.
14. She desires joy.
15. They feel the Spirit.
16. If you pray, God will bless you.
17. I brought my scriptures to church.
18. Satan tempted Adam and Eve to eat the fruit.
19. He needs peace.
20. He says he doesn't need the gospel.
21. Prophets give us God's word.
22. Baptism washes away all our sins.
23. God restored the priesthood through the prophet Joseph Smith.
24. If we love the Lord, we will keep His commandments.
25. Investigators progress when they are willing to keep commitments.

Total/Partial Object

	Jumal *God*	**andis** *gave*		**preesterluse võtmed Joseph Smithile** *the keys of the priesthood to Joseph Smith.*
				?
Kas *Yes/no*	**Jumal** *God* **Jeesus Kristus** *Jesus Christ* **Joseph Smith** *Joseph Smith* **Prohvet/id** *Prophet/s*	**õnnistab** *blesses* **võttis** *to take* **rajas** *established* **taastas** *restored* **tõlkis** *translated* **luges** *read* **Jutlustab/jutlustavad** *preaches/preach*	**Total object?**	**preesterluse võtme/d** *priesthood key/s* **Mormoni Raamatu** *the Book of Mormon* **kiriku** *the church* **evangeeliumi** *the gospel* **volituse** *authority*
			Partial object?	**meid** *us* **tõdesid** *truths* **Piiblit** *the Bible* **evangeeliumit** *the gospel*

Kas Jeesus Kristus tõlkis Mormoni Raamatu?
Did Jesus Christ translate the Book of Mormon?
Ei, Jeesus Kristus ei tõlkinud Mormoni Raamutut.
No, Jesus Christ didn't translate the Book of Mormon.
Joseph Smith tõlkis Mormoni Raamatu.
Joseph Smith translated the Book of Mormon.

Tuldava p. 185-188

Function: Asking and answering questions of cause and effect
Context: Teaching the message of the Restoration

Scenario

You and your companion are ordering hot chocolate and pastries from a local cafe when the cafe worker asks you what the difference there is between the Lutheran Church and the LDS Church. Answer the woman's question by briefly teaching about apostasy and restoration.

1. Practice: In pairs, one missionary will take the role of the cafe worker named Elis. The other missionary will briefly touch on apostasy and restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas Joseph Smith sai vastuse?
Missionary: Jah, Joseph Smith sai vastuse.

Additional Scenario(s)

As senior companion you are calling your district leader to report on how your day went. Your district leader asks what you taught your investigator Elis and how Elis reacted to what was taught.

Genitive Plural

Me täname sind	**meie sõprade**			**eest**
We thank thee	*our friends*			*for.*

Me täname sind	**sõpra**	**+ DE –>**	**sõprade**	**eest**
We thank thee	*friend (part. sing.)*		*friends (gen. pl.)*	*for*
Me oleme tänulikud	**päeva**		**päevade**	
We are grateful	*day*		*days*	
Me palume sind	**perekonda**		**perekondade**	
We ask thee	*family*		*families*	
Ma palun sind	**õnnistust**		**õnnistuste**	
I ask thee	*blessing (part. sing.)*		*blessings (gen. pl.)*	
	õpetajat	**+ E –>**	**õpetajate**	
	teacher		*teachers*	
	kirikuga tutvujat		**kirikuga tutvujate**	
	investigator		*investigators*	
	head inimest		**heade inimeste**	
	good person		*good people*	

Mille eest me täname sind?
What for we thank thee?
Me täname sind heade õnnistuste eest.
We thank thee good blessings for.
Me oleme tänulikud perekondade eest.
We are thankful our families for.

For irregular formations of the genetive plural, see Tuldave p.196-197.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Offering a prayer

Scenario

You meet Marko on a street. He tells you that his family left him because of his addictions. He is trying to quit smoking and drinking, but is having difficulty and wants help. You feel impressed to teach him about prayer. Use the board display and any other grammar principles that you know to teach prayer.

1. Practice: In pairs, one missionary will take the role Marko and the other will fill the role of the missionary. Teach Marko about how to pray.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Me palvetame õnnistuste eest.

Additional Scenario(s)

You have been teaching Anne. She is Lutheran and is used to reciting the Lord's prayer. Teach her how to pray.

Partitive Plural

Taevane Isa	**õnnistab**	**inimesi.**		
Heavenly Father	*blesses*	*people.*		

?

Taevane Isa	**õnnistama**	**inimene .....**	**(**-ne, -se, -st, **-si)…... inimesi. (PPl)**	
Heavenly Father	*to bless*	*person*		*people*
Jumal	**kutsuma**	**preesterluse hoidja**	**(**-ja, -ja, -jat, **-jaid)**	
God	*to call*	*priesthood holder*		
Joseph Smith	**uurima**	**kirik**	**(**-, -u, -ut, **-uid)**	
Joseph Smith	*to investigate/search*	*church*		
Prohvet/id	**jutlustama**	**õpetus**	**(**-us, -use, -ust, **-usi)**	
Prophet/s	*to preach*	*teaching/doctrine*		
Jeesus Kristus	**aitama**			
Jesus Christ	*to help*			
Püha Vaim	**lohutama**			
The Holy Ghost	*to comfort*			
Preesterluse Hoidja	**ristima**			
Priesthood holder	*to baptize*			

Mida Jeesus Kristus teeb?

What does Jesus Christ do?

Jeesus Kristus õnnistab inimesi.

Jesus Christ blesses people.

Jeesus Kristus ei risti preesterluse hoidjaid.

Jesus Christ does not baptize priesthood holders.

Tuldava p. 213-217

Scenario

You and your companion are contacting on the street when you meet a man named Toomas. Toomas asks you why your religion is so important. Teach Toomas about the importance of religion, and specifically about what the Restoration has done for you.

1. Practice: In pairs, one missionary will take the role of Toomas. The other missionary will briefly testify about the importance of the gospel and the Restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Mida Püha Vaim teeb?
Missionary: Püha Vaim lohutab inimesi.

Additional Scenario(s)

As senior companion you are calling your district leader to report on how your day went. Your district leader asks what you taught your new investigator Toomas and how Toomas reacted to what was taught.

L Cases

	1820. aastal		**Joseph Smith**	**palvetas**	**Jumalale**	
	On the year 1820		*Joseph Smith*	*prayed*	*to (onto) God*	
Mis juhtus kui…	**1820. aasta**	**+ -L**	**Joseph Smith**	**Palus**	**Jumala**	**-LT**
What happened when…	*Year 1820*	*on*	*Joseph Smith*	*asked/pleaded*	*God*	*from*
	Kevade			**Sai vastuse**		**-LE**
	Spring			*received an answer*		*to*
	Hommiku			**Palvetas**		
	morning			*prayed*		
			Jumal	**Ilmus**	**Joseph Smith'i**	**-LE**
			God	*appeared*	*Joseph Smith*	*to*
			Jeesus Kristus	**Andis vastuse**		
			Jesus Christ	*gave an answer*		
				Vastas		
				answered		

?

Mis juhtus kui Joseph Smith palvetas Jumalale hommikul?
What happened when Joseph Smith prayed to God on the morning?
Jumal ilmus Joseph Smith'ile
God appeared unto Joseph Smith.
Joseph Smith sai vastuse Jumalalt.
Joseph Smith received an answer from God.

All nouns must be converted into the genitive form before the case endings can be added. (Tuldava p. 73; 93-95)

Function: Asking and answering questions of time, date, and location
Context: Joseph Smith story

Scenario

You meet Lehte. She has met the missionaries before. You talk to her and find out that she is still somewhat confused on Joseph Smith. Share the Joseph Smith story. Use the board display and any other grammar principles that you know to teach her.

1. Practice: In pairs, one missionary will take the role of Lehte and the other will fill the role of the missionary. Teach Lehte about Joseph Smith.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Joseph Smith palvetas Jumalale.

Additional Scenario(s)

You are meeting with Anu. She is a recent convert. The branch president has asked her to prepare a five minute talk on Joseph Smith for the following Sunday. Help her.

S Cases

	Mormoni Raamatus		**inimesed**	**läksid**	**Jeruusalemast Ameerikasse**		?
	In the Book of Mormon,		*people*	*went*	*from Jerusalem to Americ*		
Kuhu?	**Sissejuhatuse**	**+ -S**	**Lehhi perekond**	**läks/id**	**Ameerika**	**+ SSE**	
To where	*The introduction*	*in*	*Lehi's family*	*went*	*America*	*to/into*	
Kust?	**Mormoni Raamatu**		**mõned juudid**	**tuli/d**	**Jeruusalemma**	**+ S**	
From where	*Book of Mormon*		*some Jews*	*came*	*Jerusalem*	*in*	
Kus?	**Peatüki**		**Jeesus Kristus**	**ilmus**	**taeva**	**+ ST**	
Where	*chapter*		*Jesus Christ*	*appeared*	*heaven*	*from/about*	
Millest?	**Selle- salmi-**		**Prohvet**	**õpetas**	**Jeesuse Kristuse**		
About what	*this verse*		*prophet*	*taught*	*Jesus Christ*		
				rääkis	**evangeeliumi**		
				spoke	*the gospel*		

Kust Lehhi perekond tuli?
From where did Lehi's family come?
Lehhi perekond tuli Jeruusalemmast.
Lehi's family came from Jerusalem.

Millest Kristus õpetas?
About what did Christ teach?
Kristus õpetas evangeeliumist.
Christ taught about the gospel.

All nouns must be converted into the genitive form before the case endings can be added. (Tuldava p. 79-80; 86-88)

Function: Asking and answering questions of time, date, and location
Context: Teaching about the Book of Mormon

Scenario

You have taught Jari for a week now. He struggles to keep his commitment to read the Book of Mormon and to pray about it. You find yourself at his house. After following up and finding out about his struggles, you re-teach him about the Book of Mormon. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Jari and the other will fill the role of the missionary. Teach Jari about the Book of Mormon.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Mormoni Raamatus, prohvet rääkis Kristusest.

Additional Scenario(s)

You meet Evelin in Pärnu. She says she believes in the Bible. Teach and testify of the Book of Mormon as another testament of Christ.

Decide, in English, which –l or –s cases to use in each sentence. Generally, the –s case refers to something that is stationary inside. The –st case indicates movement coming out of something. It can also mean "about." The –sse case refers to movement going into something. The verb uskuma (to believe) requires this case. The –l case refers to a stationary position on top of something. The –lt case indicates movement off of something, and the –le case refers to movement onto something. In most cases, the general term "to" will require –le rather than –sse, and "from" will require –lt rather than –st. Read the sentences below in English and decide which case you would use for each underlined word:

---

1. As she sat in <u>church</u>, she felt the Spirit.
2. You can pray to <u>God</u> to know if the church is true.
3. Do you believe in <u>Jesus Christ?</u>
4. I received a letter from my <u>family</u> this week.
5. In <u>first Nephi, chapter three, verse seven</u>, we can learn about obedience.
6. The Book of Mormon is on her <u>table</u>.
7. Would you like to learn more about our <u>message</u>?
8. When they left <u>church</u>, they knew they wanted to be baptized.
9. I am excited to go to <u>Estonia</u> to teach people.
10. Praying in the <u>woods</u>, Joseph received an answer.
11. You can become cleansed from (out of) <u>sin</u> through baptism.
12. He is preparing to go to the <u>temple</u> soon.
13. The Holy Ghost will speak to you in your <u>mind</u> and in your <u>heart.</u>
14. I spoke to the <u>family</u> today, and they are planning on coming to <u>church</u>.
15. In Joseph's <u>account</u>, he explains what happened.
16. I have (on <u>me</u> is) a testimony of the Savior.
17. When Christ came out of the baptismal <u>water</u>, the Holy Ghost came in the form of a dove.
18. Today, we would like to teach you about <u>baptism.</u>
19. I put my coat onto the <u>hanger</u> as I waited for my companion.
20. Joseph Smith saw God the Father and Jesus Christ standing in <u>the air.</u>

Adjective Agreement

	Joseph Smith *Joseph Smith*	**käis** *attended*	**paljudes** *in many*	**kirikutes.** *in churches.*	?
Kas *Yes/no*	**Joseph Smith** *Joseph Smith* **Tema** *He* **Inimesed** *People*	**käis** *attended* **nägi** *saw* **palvetas** *prayed* **sai** *received* **õpetasid** *taught* **ei saanud aru** *did not understand*	**palju --> paljudes** *in many (plural)* **Jeesus --> Jeesust** *Jesus* **Taevane --> Taevasele** *to Heavenly* **imeline --> imelise** *incredible* **erinevaid** *different (plural)* **pühadest** *about holy (plural)*	**kirikutes** *in churches* **Kristus --> Kristust** *Christ* **Isa --> Isale** *to Father* **vastus --> vastuse** *answer* **asi --> asju** *things (plural)* **õpetus --> õpetustest** *about teachings*	

Kas Joseph käis paljudes kirikutes?
Did Joseph Smith attend many churches?
Jah, Joseph Smith käis paljudes kirikutes.
Yes, Joseph Smith attended many churches

Kas inimesed said aru pühadest õpetustest?
Did people understand holy teachings?
Ei, inimesed ei saanud aru pühadest õpetustest.
No, people did not understand holy teachings.

Tuldava p. 236-237

Function: Asking about and describing objects, people and their characteristics
Context: Joseph Smith story

Scenario

You meet Lehte. She has met the missionaries before. You talk to her and find out that she is still somewhat confused on Joseph Smith. Share the Joseph Smith story. Use the board display and any other grammar principles that you know to teach her.

1. Practice: In pairs, one missionary will take the role of Lehte and the other will fill the role of the missionary. Teach Lehte about Joseph Smith.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Joseph Smith käis paljudes kirikutes.

Additional Scenario(s)

You are meeting with Anu. She is a recent convert. The branch president has asked her to prepare a five minute talk on Joseph Smith for the following Sunday. Help her.

GA/TA Cases

	Ilma	**kristuseta**		**me ei saa**	**elada Jumalaga jälle**	
	Without	*Christ*		*we cannot*	*live with God again*	
Kas	**Ilma**	**Evangeeliumi**	**+ GA**	**me saame**	**olla koos igavesti**	?
Yes/no	*Without*	*gospel*	*with*	*we can*	*be together forever*	
Kuidas		**Jumala**		**sina võid**	**elada pärast surma**	
How		*God*		*you can*	*live after death*	
Jah,		**Päästmisplaani**			**saada puhtaks patust**	
Yes,		*Plan of Salvation*			*become cleansed from sin*	
Ei,		**Tahtevabaduse**	**+ TA**	**me ei saa**	**naasta elama Jumalaga**	
No,		*Agency*	*without*	*we cannot*	*return to live with God*	
		Kristuse		**sina ei saa**	**tõusta üles**	
		Christ		*you cannot*	*rise upbe resurrected*	
		Lepituse			**valida hea ja halva vahel**	
		Atonement			*choose between good and evil*	
		Preesterluse			**õppida ja areneda**	
		Priesthood			*learn and progress*	

Kas ilma Kristuseta sa võid saada puhtaks patust?
Without Christ, can you become cleansed from sin?
Ei, ilma Kristuseta, me ei saa saada puhtaks patust.
No, without Christ, we cannot become cleansed from sin.

Kuidas me saame olla koos igavesti?
How can we be together forever?
Evangeeliumiga me saame olla koos igavesti .
With the gospel, we can be together forever.

For all cases, add the case ending to the end of the genitive form of the word. (Tuldava p. 119-120)

Function: Asking and answering questions of cause and effect
Context: Plan of Salvation

Scenario

You are teaching Piret the Plan of Salvation. She asks you why this plan is so important. Answer her question by explaining the blessings of the Plan of Salvation. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Piret and the other will fill the role of the missionary. Teach Piret about the Plan of Salvation.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas ilma Kristuseta sa võid naasta elama Jumalaga?
Missionary: Ei, ilma Kristuseta me ei saa naasta elama Jumalaga.

Additional Scenario(s)

You are teaching Susanna. She believes that all pathways lead to eternal happiness. Teach her about the Plan of Salvation, and help her to understand why it is important.

Ise

Teie võite	**õppida**	**ise**		**et see kirik on õige.**
You (pl.) can	*learn*	*yourselves*		*that this church is true.*

?

Kas
Yes/no
Kuidas
How
Jah,
Yes,
Ei,
No,

Sina võid	**teada**	**ise**
You (sing.) can	*know*	*self*
Teie võite	**õppida**	
You (pl.) can	*learn*	
Meie võime	**tunda**	
We can	*feel*	
	uskuda	
	to believe	
	lugeda	
	to read	

Nom	Gen	Part
ise	**Enese/enda**	**Ennast/end (pl.) endi**

kas see kirik on õige
if this church is true
et Jumal armastab sind
that God loves you
kas Mormoni Raamat on Jumala sõna
if the Book of Mormon is the word of God

Kas ma võin ise teada, kas Mormoni Raamat on Jumala sõna?
Can I know myself if the Book of Mormon is God's word?
Jah, sa võid ise teada, kas Mormoni Raamat on Jumala sõna.
Yes, you can know yourself if the Book of Mormon is God's word.
Jah, sa võid ise tunda, et see on õige.
Yes,you can feel for yourself that it is true.

"Ise" does not change, regardless of what noun uses it in reference to self. For uses of the genitive and partitive forms of "ise," see Tuldava pages 226 and 230.

Function: Narrating experiences and telling stories
Context: Teaching about gaining a testimony

Scenario

You and your companion are teaching a first lesson to Peter, who questions how you can really know that the church is true. Teach Peter how you know yourself and how he can know.

1. Practice: In pairs, one missionary will take the role of the investigator, Peter. The other missionary will teach about gaining a testimony by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas ma võin teada ise?
Missionary: Jah, sa võid lugeda ise teada kas Mormoni Raamat on õige.

Additional Scenario(s)

The Primary president asked you and your companion to teach a brief lesson on gaining a testimony to the primary kids.

Practice deciding, in English, whether to use the nominative, genitive, or partitive forms of the reflexive in the following sentences. Use the nominative form (ise) if the reflexive word adds emphasis to the sentence. In many cases, the phrase “for (one”self” is intended to add emphasis. Use the genitive singular form (enda/enese) or the genitive plural form (endi/eneste) if the reflexive word is possessive, requires a case ending, or precedes a genitive postposition. Use the partitive singular form (end/ennast) or the partitive plural form (endid) if the reflexive word indicates an action done to oneself. Read the sentences below in English and decide which form of the underlined reflexive word you would use in each case:

1. We cannot baptize ourselves
2. You can know yourself tha tthis church is true.
3. In order to fully repent, we must forgive ourselves.
4. She doesn’t believe in God because she believes in herself.
5. We cannot help him until he helps himself.
6. I will have to read for myself in order to feel the Spirit.
7. The gospel can teach us self-confidence (confidence of self)
8. She wants to do her chores herself.
9. Because of the Atonement, we never have to carry all of our burdens ourselves.
10. He brought his best friend with him(self) to church.
11. When the people became proud of (over) themselves, they forgot to turn to the Lord.
12. Please trust yourself to be able to receive and recognize answers to prayers.
13. They learned about themselves as they completed family history.
14. I’ll call her myself to make sure she gets the message.
15. Joseph Smith wanted to know for himself which church to join.
16. Will you prepare yourself to receive baptism?
17. We can only receive testimonies for ourselves (on our own behalf).
18. He wants to give (to) himself time to decide.
19. I wash myself every day.
20. We should love our neighbors as we love ourselves.
21. She came to church to see for herself what our beliefs are.
22. They hurt themselves through their negative actions.
23. In the temple, I can feel myself gaining spiritual strength.
24. She taught (to) herself to read and apply the scriptures.

Gerunds

Lugedes			**Mormoni Raamatut,**	**sina võid**	**teada**	**et**	**see**	**on**	**õige.**
By reading			*the Book of Mormon,*	*you can*	*know*	*that*	*it*	*is*	*true.*

?

Luged/a	**+ es**	**=**	**Lugedes**	**Mormoni Raamatu/Raamatut**	**sina void**	**teada,**	**et...**		
to read			*While/by reading*	*the Book of Mormon*	*you can*	*know*	*that*		
Õppid/a				**selle/seda**		**tunda,**			
to study				*this*		*feel*			
Tead/a				**prohveti/prohvetit**		**leida,**			
to know				*prophet*		*find*			
Tull/a				**kiriku/kirikut**					
to come				*church*					
Käi/a				**käsu/käsku (käske)**					
to attend				*commandment(s)*					
Pidad/a				**meie sõnumi/sõnumit**					
to keep				*our message*					
Mõtiskled/a				**Kristuse/Kristust**					
to ponder				*Christ*					
Palvetad/a				**Püha Vaimu/Püha Vaimuga**					
to pray				*Holy Ghost/ with the Holy Ghost*					

Mis juhtub käies kirikus?
What happens while attending church?
Käies kirikus, sina võid tunda Püha Vaimu.
While attending church, you can feel the Holy Ghost.
Käies kirikus, sina võid leida tõde.
While attending church, you can find truth.

Tuldava p. 137

Scenario

You and your companion are contacting in the park. You have sat down with a young college student named Matti who has little religious background, but wants to know what blessings he can receive from God and what he needs to do to receive those blessings.

1. Practice: In pairs, one missionary will take the role of the student, Matti. The other missionary will briefly testify of the blessings of the gospel by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Mida ma võin tunda käies kirikus?
Missionary: Käies kirikus, sina võid tunda Püha Vaimu.

Additional Scenario(s)

Both you and your companion have visited the home of Andrus, a young father who has become less active since his recent baptism. You have felt to testify of the blessings of the gospel to Andrus and invite him to live in such a way as to receive those blessings. Andrus asks questions about the principles and what he can expect to feel again. You answer him with testimony.

Perfect Tense

Mina	olen	palvetanud.
I	*have*	*prayed.*

Kas
Yes/no
Jah
Yes,
Ei,
No,

Mina	**Meie**	**Olen**	**Oleme**
I	*We*	*I have*	*We have*
Sina	**Teie**	**Oled**	**Olete**
You	*You(pl.)*	*You have*	*You have*
Tema	**Nemad**	**On**	**On**
He/She/It	*They*	*He/She/It has*	*They have*

Negative conjugation = ei ole

Palvetanud (palveta/da)
prayed
Lugenud (Luge/da) **+ -nud**
read
Tulnud (Tul/la)
Come
Uskunud (Usku/da)
believed
Tundnud (Tund/a)
felt

?

Kas te olete lugenud?
Have you read?
Jah, me oleme lugenud.
Yes, we have read

Kas te olete kunagi uskunud Jumalasse?
Have you ever believed in God?
Ei, ma ei ole kunagi uskunud.
No, I have not ever believed.

<u>Useful word:</u>
Kunagi = Ever

The –nud ending is added to the "da" form of the verb. Although "olema" typically means "to be," when combined with –nud, it means to have done something. (Tuldava p. 151-152)

Function: Asking about and describing actions and events
Context: Follow up

Scenario

Two days ago, you taught Rasmus about the Book of Mormon and challenged him to read and pray. You want to be sure that he is able to gain a witness for himself that your message is true. Follow up to see if he is reading and praying. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Rasmus and the other will fill the role of the missionary. Ask Rasmus if he read and prayed. Recommit as necessary.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kas sa oled lugenud Mormoni Raamatut?

Additional Scenario(s)

The branch president asks you to visit Uno, a less active member. As you teach, ask Uno if he has been reading and praying on a regular basis.

Conditional (Would)

Kas	**teie**	**palvetaksite?**
Yes/No	*you (pl.)*	*pray?*

?

Kas
Yes/no
Jah
Yes,
Ei,ei
No, not

mina	**meie**	**palveta-**	**+ -ks-**	**+**	**-in**	**-ime**	**kirikusse**
I	*we*	*pray (palvetama)*					*to church*
sina	**teie**	**loe-**			**-id**	**-ite**	
you	*you*	*read (lugema)*					
tema	**nemad**	**tule-**			**-**	**-id**	
he/she/it	*they*	*com (tulema)*	**negative**				
		küsi-	**+ -ks**				
		ask (küsima)					

Kas teie tuleksite kirikusse?
Would you come to church?
Jah, ma tuleksin kirikusse.
Yes, I would come to church.

Kas teie loeksite?
Would you read?
Ei, ma ei loeks.
No, I wouldn't read.

Function: Asking and answering questions of cause and effect
Context: Extending commitments

Scenario

A recent convert Liisi has brought a friend (Niina) to church with her. You have a chance to talk to Niina after Church. At the end of the lesson, you extend some commitments to Niina in order to help her progress. Use the board display and any other grammar principles that you know to extend these commitments.

1. Practice: In pairs, one missionary will take the role of Niina and the other will fill the role of the missionary. Extend commitments to Niina.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kas sa palvetaksid täna õhtul?

Additional Scenario(s)

You have taught Anneli the message of the Restoration. Invite her to read and pray.

Cardinal and Ordinal Numbers

Moroni raamatus, *In the Book of Moroni,*	**seitsmendas** *in the seventh*	**peatükis,** *chapter,*	**ja neljakümne** *and in the forty-fifth*	**viiendas salmis …** *verse …*

?

Cardinal #'s (Nom/Gen)	Ordinal #	Gen. of Ordinal #		Case added
Üks/ühe	**esimene**	*1st*	**esimese**	**esimeses** *(in the 1st)*
Kaks/kahe	**teine**	*2nd*	**teise**	**teise*l*** *(on the 2nd)*
Kolm/kolme	**kolmas**	*3rd*	**kolmanda**	**kolmanda**
Neli/nelja	**neljas**	*4th*	**neljanda**	**neljanda**
Viis/viie	**viies**	*5th*	**viienda**	**viienda**
Kuus/kuue	**kuues**	*6th*	**kuuenda**	**kuuenda**
Seitse/seitsme	**seitsmes**	*7th*	**seitsmenda**	**seitsmenda**
Kaheksa/kaheksa	**kaheksas**	*8th*	**kaheksanda**	**kaheksanda**
Üheksa/üheksa	**üheksas**	*9th*	**üheksanda**	**üheksanda**
Kümme/kümne	**kümnes**	*10th*	**kümnenda**	**kümnenda**
Kakskümmend viis/ Kahekümne viie *(25)*	**kahekümne viies**	*25th*	**kahekümne viienda**	**kahekümne viienda**
Sada/saja *(100)*	**sajas**	*100th*	**sajanda**	**sajanda**
Tuhat/tuhande *(1000)*	**tuhandes**	*1,000th*	**tuhandenda**	**tuhandenda**

Kus on pühakirjakoht?
Where is the scripture?
Pühakirjakoht on Nefi teises raamatus, kahekümne viiendas peatükis, ja kahekümnekuuendas salmis.
The scripture is in the second book of Nephi, in the twenty-fifth chapter, and in the twenty-sixth verse.

Millisel päeval on ristimine?
What day is the baptism on?
Ristimine on kahekümne seistmendal.
The baptism is on the twenty-seventh.

Tuldava p. 72-73

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Introducing scriptures

Scenario

Yesterday, you met Urmas on a bus and he agreed to have you teach him the message of the Restoration. As you meet with him for the first time, help Urmas see the importance of the scriptures by guiding him to the book, chapter, and verses you will share to allow him to read with you.

1. Practice: In pairs, one missionary will take the role of Urmas and the other will fill the role of the missionary. Help Urmas find the location of the scripture for him to read with you. Continue to do so as you teach the message by the scriptures.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example: Kus on pühakirjakoht?

Missionary: Pühakirjakoht on Nefi teises raamatus, kahekümneviiendas peatükis, ja kahekümnekuuendas salmis.

Additional Scenario(s)

You are meeting with your investigator, Ene. As you teach, you invite her to attend church, an upcoming baptism, and a branch activity. Explain the dates and times of each event to help Ene attend these activities.

Commands

Palun *Please*	**lugege** *read*	**täna õhtul** *this evening.*

Palun
Please

Palveta/da
pray
Luge/da
read
Usku/da
believe
Küsi/da
ask
Min/na
go
Tul/la
come

Ooda/ta
wait
Teh/a
do
Vasta/ta
answer

--	**-me (informal)** **-gem (formal**
Present stem	**-ge**
Las + -b (informal) **-gu (formal)**	**Las +vad (informal)** **-gu (formal)**

--	**-me (informal)** **-kem (formal)**
Present stem	**-ke**
Las + -b (informal) **-gu (formal)**	**Las +vad (informal)** **-ku (formal)**

NEGATIVE

--	**ärme** **ärgem**
ära	**ärge**
ärgu	**ärgu**

täna õhtul
this evening
selle peatüki/salmi
this chapter/verse
perena
as a family
koos meiega
with us
praegu
now
kirikusse
to church

Palvetagem praegu.
Let us pray now.
Palun ärge oodake palvetada.
Please do not wait to pray.
Las ta palvetab koos meiega.
Let him pray with us.

Tuldava p. 248-251

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Introducing scriptures

Scenario

You have just taught the Pirn family about the Book of Mormon and prayer. Ask one of the fmaily members to read a scripture for you, and then suggest that you all pray together to close the meeting. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of a fmaily member and the other will fill the role of the missionary. Suggest that you read and pray together.

2. Re-practice: Switch roles and repeat the practice activity.

Example:

Missionary: Palun loe selle salmi.

Additional Scenario(s)

You are unable to meet with one of your investigators, Veera, because she has to go out fo town unexpectedly. Leave Veera a phone message offering her some ways that she can build her faith before your next meeting. Give several suggestions in the form of commands.

Comparative and Superlative Adjectives

Selestiline kuningriik *The Celestial Kingdom*	**on** *is*		**kõige ilusam.** *the most beautiful.*	?
Selestiline kuningriik *Celestial Kingdom*	**on** *is*	**(Gen + -m)**	**(kõige + comparative)**	**kui…** *than*
Terrestriline kuningriik *Terrestrial Kingdom*		**ilusam** *more beautiful*	**kõige ilusam (ilusaim)** *most beautiful*	
Telestiline kunigriik *Telestial Kingdom*		**hiilgavam** *more glorious*	**kõige hiilgavam** *most glorious*	
		heledam *brighter*	**kõige heledam** *brightest*	
		õnnelikum *happier*	**kõige õnnelikum (õnnelikem)** *happiest*	
		Irreg:		
		parem *better*	**kõige parem (parim)** *best*	

Kas Selestiline kuningriik on ilus?
Is the Celestial Kingdom beautiful?
Jah, Selestiline kuningriik on ilusam kui...
Yes, the Celestial Kingdom on more beautiful than...

Milline kuningriik on parem?
Which kingdom is better?
Terrestriline kuningriik on parem kui Telestiline, aga Selestiline on kõige parem.
The Terrestrial Kingdom is better than the Telestial, but the Celestial Kingdom is the best.

Tuldava p. 112-113

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching the Plan of Salvation

Scenario

You and your companion have been teaching Helmi, an elderly, former Jehovah's Witness, who wants to know more about what happens after this life. Help her understand why the differences between the kingdoms of glory.

1. Practice: In pairs, one missionary will take the role of the investigator, Helmi. The other missionary will teach about the kingdoms of glory by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas selestiline kuningriik on ilus?
Missionary: Jah, selestiline kuningriik on ilusam kui...

Additional Scenario(s)

Another investigator, Toivo, has had questions about what happens after death since the recent passing of his wife. Teach him by describing the Spirit World.

Adverbs

Kui	**teie**	**loete**	**usinalt**		**te teate et see on õige.**
When/if	*you*	*read*	*diligently,*		*you will know that it is true.*

?

Kui	**sina**	**proovid/proovite**	**siira/s**	**+ LT**	**Jumal vastab**
When/if	*you*	*try*	*sincere--genitive*	*-ly*	*God will answer*
Mis juhtub kui …	**teie**	**palvetad/palvetate**	**usina**	**+STI**	**tunned/tunnete Vaimu**
What happens when/if…	*you (pl.)*	*pray*	*diligent*	*-ly*	*you will feel the Spirit*
		loed/loete	**ustava**		**saad/saate tunnistuse**
		read	*faithful*		*you will receive a testimony*
		käid/käite kirikus	**kannatliku**		**Jumal aitab**
		attend church	*patient*		*God will help*
		küsid/küsite	**rõõmsa**		**tead/teate et see on õige**
		ask	*joyful*		*you will know that this is true*
			sageda		
			frequent		
			hea --> hästi		
			good --> well		

Mis juhtub kui mina palvetan siiralt?
What happens if I pray sincerely?
Kui sa palvetad siiralt, Jumal vastab.
If you pray sincerely, God will answer.

Mis juhtub kui mina käin kirikus sagedasti?
What happens if I attend church frequently?
Kui käid kirikus sagedasti, tunned Vaimu.
If you attend church frequently, you will feel the Spirit.

See Tuldava pages 283-84 for additional, less typical adverb endings.

Scenario

You have taught Raivo several times, but he is not keeping any commitments. He does not seem to understand the importance of taking action in order to receive a testimony. Extend commitments to Raivo again, explaining how his actions will help him in his road to conversion. Use the board display and any other grammar principles necessary.

1. Practice: In pairs, one missionary will take the role of Raivo and the other will fill the role of the missionary. Extend commitments to Raivo.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kui sa palvetad siiralt, Jumal vastab.

Additional Scenario(s)

Triin, a new investigator, cannot meet with you for a week because she will be attending training for a new job. Write a note that you can leave at Triin's apartment, encouraging her to continue keeping her commitments until you can meet with her again.

Comparative and Superlative Adverbs

Kui me peame käske	**ustavamalt,**		**me tunneme Püha Vaimu**	**võimsamalt**
When we keep the commandments	*more faithfully*		*we feel the Holy Ghost*	*more powerfully*

Kui me peame käske	**(lt --> malt; sti --> mini); ustava/malt**	**kõige ustava/malt**	**me tunneme Püha Vaimu**	**võimsa/malt.**
When we keep the commandments	*more faithfully*	*most faithfully*	*we feel the Holy Ghost*	*more powerfully*
Kui me järgime Kristust	**kannatliku/malt**	**kõige kannatlikumalt**	**me saame juhatust**	**selge/mini.**
When we follow Christ	*more patiently*	*most patiently*	*we receive guidance*	*more clearly*
Kui me palvetame	**siira/malt**	**kõige siira/malt**		**sageda/mini**
When we pray	*more sincerely*	*most sincerely*		*more frequently*
Kui me loeme	**õnneliku/malt**	**kõige õnnelikumalt**		
When we read	*more happily*	*most happily*		
Kui me oleme kuulekad	**paremini**	**kõige paremini**		
When we are obedient	*better*	*best*		

Millal me tunneme Püha Vaimu võimsamalt?
When do we feel the Holy Ghost more powerfully?
Kui me peame käske, me tunneme Püha Vaimu võimsamalt.
When we keep the commandments we feel the Holy Ghost more powerfully.
Kui me loeme siiramalt, me tunneme Püha Vaimu võimsamalt.
When we read more sincerely, we feel the Holy Ghost more powerfully.

Tuldava p. 285

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Blessings from keeping the commandments

Scenario

You taught Raivo yesterday, and invited him to read 3 Nephi 11, and to pray about Joseph Smith / your message. After a dinner appointment with a member, you happen to be in the area. You and your companion decide to stop by and to follow-up. He says that he has not read nor prayed. Promise Raivo blessings for reading and praying. Use the board display and any other grammar principles that you know to help Raivo.

1. Practice: In pairs, one missionary will take the role of Raivo and the other will fill the role of the missionary. Promise Raivo blessings to help him to read and pray.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Kui me peame käske, me tunneme Püha Vaimu võimsamalt

Additional Scenario(s)

You and your companion are setting goals for next week. Tell your companion what you want to improve in (using comparative adverbs).

Decide, in English, whether or not to use the –ks case. The Translative case (-ks) has three primary functions: First, to indicate the transition of change from one state to another (most often with the verb “become”); second, to state an end purpose or reason (“for”/“for the purpose of”); third, to indicate a length of time (eg. “for two weeks”). The case is placed on the genitive of the end state of transition, length of time, and/or purpose.

---

1. **When we were baptized, we become clean.**
2. **God gives us commandments for our happiness.**
3. **We thank thee for our blessings.**
4. **This is called the Plan of Salvation.**
5. **He became restless while waiting for the bus.**
6. **The weather has gotten cold.**
7. **We all live forever.**
8. **His son is studying to become a doctor.**
9. **The gift is for you.**
10. **The scriptures are for our learning.**
11. **We will never be forgotten by God.**
12. **You should take extra clothes for the trip.**
13. **When you get baptized, you will become a disciple of Christ.**
14. **While playing soccer we got dirty.**
15. **Trials are given for our progression.**
16. **Forgiveness is available to all of God’s children.**
17. **When Joseph was still young, he became a prophet.**
18. **He waited for her for a very long time.**
19. **We must become as a little child.**
20. **The servants of God should also be forgiven.**
21. **Baptism is for the remission of your sins.**
22. **When we live righteously, we can become more like Christ.**
23. **When we follow the Lord’s council, we change for the better.**

KS case (Part 1)

Kui	**sa**	**saad ristitud,**	**sina saad**	**Jumala tunnistajaks**
When	*you*	*get baptized,*	*you (will) become*	*a witness of God.*

?

Kui	**sa**	**saad ristitud**	**sina saad**	**Jumala**	**tunnistaja/te**	**+ KS = tunnistajaks**
When	*you*	*you get baptized*	*you will become*	*God's*	*a witness/es*	
	te	**parandad meelt**	**te saate**	**kiriku**	**liikme/te**	
	you(pl.)	*you repent*	*you(pl.) will become*	*Church's*	*member/s*	
		saate ristitud		**Kristuse**	**jüngri/te**	
		you(pl.) get baptized		*Christ's*	*disciple/s*	
		parandate meelt			**poja/poegade**	
		you(pl.) repent			*son/sons*	
					õnnelikuma	
					happier	
					Irreg.	
					puhtaks	
					clean	

Mis toimub kui ma saan ristitud?
What happens when I get baptized?
Kui sa saad ristitud, sina saad kiriku liikmeks.
When you get baptized, you will become a member of the church.
Sina saad Kristuse jüngriks.
You will become Christ's disciple.

Tuldava p. 159

Function: Narrating experiences and telling stories
Context: Teaching repentance and baptism (becoming

Scenario

Your investigator, Olev, has committed to baptism, but has questions as to what will happen as a result of this promise with God. Teach and testify to Olev regarding the change that occurs to those who are baptized, and the promised blessings they receive. Use the board display and any other grammar principles that you know to teach.

1. Practice: In pairs, one missionary will take the role of Olev and the other will fill the role of the missionary. Teach Olev what he will become as a result of the covenant of baptism.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example: Mis toimub kui ma saan ristitud?
Missionary: Kui sa saad ristitud, sina saad kiriku liikmeks.

Additional Scenario(s)

The branch president asks you to visit Aili, a less active member. As you teach, remind Aili of the blessings of taking the sacrament as a renewal of her baptismal covenant.

KS case (Part 2)

Jumal	**on andnud**	**meile**	**käske**	**meie**	**heaks**
God	*has given*	*us*	*commandments*	*for our good*	*(our good [for the purpose of]).*

?

Jumal	**on andnud**	**meile**	**Object (Gen or Part.)**		**Noun (Gen + -ks)**
God	*has given*	*to us*			
Jeesus Kristus		**teile**	**käske**	**meie**	**hea + KS = heaks**
Jesus Christ		*to you (pl.)*	*commandments*	*our*	*good for*
Prohvet/id		**sulle**	**evangeeliumi**	**teie**	**heaolu**
Prophet/s		*to you*	*the gospel*	*your*	*welfare*
			päästmisplaani	**sinu**	**õppimise**
			the plan of salvation	*your*	*learning n.*
			Kiriku		**õnne**
			the Church		*happiness*
			preesterlust		**arenemise**
			the priesthood		*progression*
			Kristuse		**õnnistamise**
			Christ		*blessing n.*
					selleks, et… …aidata meid.
					for this, that… … to help us
					…õppida paremini.
					…to learn better

Mida Jumal on meile andnud?
What has God given us?
Jumal on andnud meile päästmisplaani.
God has given us the Plan of Salvation.

Miks/milleks me oleme siin?
Why/for what are we here?
Selleks, et aidata teisi.
For this, to help others

Tuldava p. 159

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about God's plan and purpose for us.

Scenario

You and your companion have been teaching Allar, a young student, who wants to know more about the purpose of this life. Help him understand what we have been blessed with in this life, and why.

1. Practice: In pairs, one missionary will take the role of the investigator, Allar. The other missionary will teach about our life on earth by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Investigator: Mida Jumal on meile andnud?
Missionary: Jumal on andnud meile päästmisplaani.
Investigator: Miks/Milleks?
Missionary: Meie arenemiseks.

Additional Scenario(s)

Another investigator, Piret, has had questions about our purpose on earth and why we are here. Teach her by describing and explaining some of the reasons we are here.

NA case

Misjonäridena,			**meie**	**õpetame**	**Kristuse kiriku taastamisest.**
As missionaries			*we*	*teach*	*about the restoration of Christ's church.*

?

Misjonäri/de	**+ NA**	**Misjonäridena,**	**meie**	**õpetame**	**Kristusest.**
	as	*As missionaries*	*we*	*teach*	*about Christ*
Esindaja/te			**mina**	**aitama**	**käske**
Representative/s			*I*	*help*	*commandments*
Kiriku liikme/te			**sina**	**pidama**	**teha head**
Church member/s			*you*	*keep*	*to do good*
Jumala teenija/te			**teie**	**õppima**	
God's servant/s			*you (pl.)*	*learn*	
Kristuse tunnistaja/te				**tahtma**	
Christ's witness/es				*want*	
Evangeeliumi õpilase/õpilaste					
The gospel's student/s					
Evangeeliumi õpetaja/te					
The gospel's teacher/s					

Mida teie teete misjonäridena?
What do you do as missionaries?
Misjonäridena meie õpetame Kristusest.
As missionaries, we teach about Christ.
Misjonäridena meie teeme head.
As missionaries, we do good.

Tuldava p. 166-167

Scenario

You and your companion are knocking on doors and Aasta opens her door to listen to what you have to say. Help her understand why you are there and invite her to learn more.

1. Practice: In pairs, one missionary will take the role of the woman at the door, Aasta. The other missionary will teach Aasta the purpose and work of missionaries by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Mida teie teete misjonäridena?
Missionary: Misjonäridena meie õpetame Kristusest.

Additional Scenario(s)

At another door, an older woman calls through the door to ask who you are and what you are doing. Respond by explaining your purpose and invite her to learn more.

Jumalateenistus	**kestab kella**	**üheteistkümnest**	**Kaheni**
Worship services	*last*	*from eleven (o'clock)*	*until two.*

?

Jumalateenistus	**kestab kella**	**ühest** *(from one)*	*1*	**üheni** *(until one)*
Worship services	*lasts*	**kahest**	*2*	**kaheni**
Sakramenti koosolek	**on**	**kolmest**	*3*	**kolmeni**
Sacrament Meeting	*is*	**neljast**	*4*	**neljani**
Pühapäeva kool		**viiest**	*5*	**viieni**
Sunday school		**kuuest**	*6*	**kuueni**
Abiühing		**seitsmest**	*7*	**seitsmeni**
Relief Society		**kaheksast**	*8*	**kaheksani**
Algühing		**üheksast**	*9*	**üheksani**
Primary		**kümnest**	*10*	**kümneni**
Preesterluse koosolek		**üheteistkümnest**	*11*	**üheteistkümneni**
Priesthood Meeting		**kaheteistkümnest**	*12*	**kaheteistkümneni**
Meie koosolek				**lõpuni**
Our meeting				*until the end*
				tänaseni
				until today
				hommikuni
				until the morning
				õhtuni
				until the evening

Mis kell on Sakramenti koosolek?
What time is Sacrament Meeting?
Sakramenti koosolek kestab kella ühest kuni kaheni.
Sacrament Meeting goes from one o'clock until two.

Mida ma loen?
What do I read?
Palun loe viiendast salmist kuni kaheksandani.
Please read from the fifth verse until the eighth.

Tuldava p. 166

Function: Asking and answering questions of time, date, and location
Context: Inviting others to church

Scenario

You are meeting with your investigator, Ene. As you teach, you have invited her to attend church, an upcoming baptism, and a branch activity. Explain the times of each event to help Ene plan to attend these activities.

1. Practice: In pairs, one missionary will take the role of Ene and the other will fill the role of the missionary. Inform Ene about the times of each event to help her plan to attend these activities.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Mis kell on Sakramenti koosolek?
Missionary: Sakramenti koosolek kestab kella ühest kuni kaheni.

Additional Scenario(s)

Yesterday, you met Urmas on a bus and he agreed to have you teach him the message of the Restoration. As you meet with him for the first time, help Urmas see the importance of the scriptures by inviting him to read passages from the Book of Mormon. Guide him through the verses you will share to allow him to read with you.

TUD Participle

Evangeelium	**on**				**taastatud**	**tänasel päeval.**
The Gospel	*is*				*restored*	*today.*

?

Evangeelium	**on**		**taasta/ma**	**+ tud**	**taastatud**	(Time indicator)
The Gospel	*is*		*to restore*		*restored*	
Preesterlus	**oli**		**õnnista/ma**			**tänasel päeval**
The Priesthood	*was*		*bless*			*today*
Jeesus Kristus	**olid**		**õpeta/ma**			**sel ajal**
Jesus Christ	*were*		*teach*			*at that time*
Apostlid		**Irreg.**	**võtma**		**(võetud)**	**tuhande kaheksasaja kahekümnendal aastal**
The apostles			*take*		*taken*	*in the year 1820*
Kirik			**tapma**		**(tapetud)**	
The Church			*kill*		*killed*	

või

Taastatud	**Evangeelium**	**. . . aitab meil. . .**
The restored	*gospel*	*helps us...*
Armastatud	**Poeg**	**. . . oli tapetud.**
The beloved	*son*	*was killed.*

Kas evangeelium oli taastaud sel ajal?
Was the gospel restored at that time?
Ei, tegelikult apostlid olid tapetud sel ajal.
No, actually the apostles were killed at that time.
Ei, evangeelium ei olnud taastatud sel ajal.
No, the gospel was not restored at that time.

Tuldava p. 271-272

Function: Narrating experiences and telling stories
Context: Teaching the message of the Restoration

Scenario

You and your companion are contacting and teaching people in a park. An elderly man named Edgar has sat down on a bench to talk with you. He begins by saying that there is only one God, then asks why there are so many churches. Answer Edgar's question by simply teaching about apostasy and restoration.

1. Practice: In pairs, one missionary will take the role of the Edgar, the recent contact. The other missionary will briefly touch on apostasy and restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas evangeelium oli taastaud sel ajal?
Missionary: Ei, tegalikult apostlid olid tapetud sel ajal.

Additional Scenario(s)

After being taught about the prophet Joseph Smith, your investigator, Reili, still has questions as to why a restoration of Christ's church was necessary. Answer Reili's questions by simply teaching about apostasy and restoration, stating the condition of the early church and the restored church.

Present Passive

Meie kehad *Our bodies*			**taastatakse** *are restored*	**nendel täiuslikul kujul** *to their perfect frame.*

?

Meie kehad *Our bodies* **Seda** *It* **Meid** *We* **Meile** *To us* **Meie üle** *Over us*	**taasta/tud** *restore* **kutsu/tud** *call* **luba/tud** *allow* **andesta/tud** *forgive* **too/dud** *bring* **an/tud** *give* **kohut mõiste/tud** *judge*	**+ TAKSE**	**taastatakse** *is/are restored* **(tuuakse)** *is/are brought*	**nendel täiuslikul kujul** *to their perfect frame* **Päästmisplaaniks.** *the Plan of Salvation* **siseneda Jumala kuningriiki** *to enter into God's kingdom* **kui me oleme parandanud meelt.** *when we have repented* **Jumala juurde/ette** *To God's presence/ in front of God* **igavene elu** *eternal life*

NEGATIVE	**taasta/tud** *restore*	**+ ei ( ) TA =**	**ei taastata** *is/are not restored*
	an/tud *give*	**+ ei ( ) TA =**	**ei anta** *is/are not given*

Kas meie üle mõistetakse kohut inglite poolt?
Are we judged is over us judged by the angels?
Ei, meie üle ei mõisteta kohut inglite poolt.
No, we are not judged by the angels.
Meie üle mõistetakse kohut Jeesuse Kristuse poolt.
We are judged by Jesus Christ.

Tuldava p. 272-274

Function: Narrating experiences and telling stories
Context: Teaching the Plan of Salvation

Scenario

You and your companion have been teaching Märt. Märt has heard about the judgment of God from his religious friends and has questions about it. Answer Märt's questions by simply teaching about the resurrection, judgment, and immortality.

1. Practice: In pairs, one missionary will take the role of the investigator named Märt. The other missionary will briefly teach about resurrection, judgment, and immortality by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas meie üle mõistetakse kohut inglite poolt?
Missionary: Ei, meie üle ei mõisteta kohut inglite poolt.

Additional Scenario(s)

Your investigator, Inge has questions about the authority of prophets and apostles. Answer Inge's questions by simply teaching about the restoration of modern priesthood authority.

Past Passive Voice

Joseph Smith'it *Joseph Smith*			**kutsuti** *was called*	**prohvetiks** *as a prophet.*

?

Joseph Smith'it *Joseph Smith* **Mormoni Raamatu** *The Book of Mormon* **Kiriku** *The church* **Jeesust Kristust** *Jesus Christ* **Apostlid** *The apostles* **Meile** *Us*	**kutsu/tud** *call* **tõlki/tud** *translate* **raja/tud** *establish* **organiseeri/tud** *organize* **tape/tud** *kill* **an/tud** *give*	**+ TI**	**kutsuti** *was called*	**prohvetiks** *as a prophet* **Joseph Smith'i poolt** *by Joseph Smith* **prohvetite poolt** *by prophets* **Kristuse poolt** *by Christ* **preesterlust** *the priesthood*

NEGATIVE	**kutsu/tud** *call*	**+ ei ( ) -tud =**	**ei kutsutud** *was/were not called*
	tape/tud *kill*	**+ ei ( ) -tud =**	**ei tapetud** *was/were not killed*

Kas Mormoni Raamatu tõlkiti Ristija Johannese poolt?
Was the Book of Mormon translated by John the Baptist?
Ei, Mormoni Raamatut ei tõlkitud Ristija Johannese poolt.
No, the Book of Mormon wasn't translated by John the Baptist.
Mormoni Raamatu tõlkiti Joseph Smith'i poolt.
The Book of Mormon was translated by Joseph Smith.

Tuldava p. 275

Function: Narrating experiences and telling stories
Context: Teaching the message of the Restoration

Scenario

You and your companion have already taught Mikk several times. However, when you invited him to be baptized he said he was already baptized in another church. Teach him about apostasy and restoration to help him understand why you are asking him to be re-baptized.

1. Practice: In pairs, one missionary will take the role of the progressing investigator named Mikk. The other missionary will briefly touch on apostasy and restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Kas Mormoni Raamatu tõlkiti Ristija Johannese poolt?
Missionary: Ei, Mormoni Raamatut ei tõlkitud Ristija Johannese poolt.

Additional Scenario(s)

After learning that one of the sacrament meeting speakers is sick, the local Branch President has asked you to briefly teach and testify about the Restoration. Noticing your nervousness regarding the language before the meeting, your senior companion decides to review with you some of the things you could say in the meeting. Practice what you are going to say with your companion.

Conceptual Practice: TUD Participle, Present Passive, Past Passive

Decide, in English, whether to use the TUD participle, the present passive voice, or the past passive voice for each of the sentences below. In many cases, the TUD participle can be used interchangeably with the passive voice, with the following distinction: the TUD is often used like an adjective in describing the state of the subject. The present passive (with both affirmative and negative forms) is used to emphasize action when the subject of the sentence is *absent*, or not implicit in the structure of the sentence. The use of the passive voice and the TUD participle can be changed, depending on whether the speaker chooses to emphasize the action itself (passive), or the description of the subject (TUD). The past passive is used in the same way as the present passive. There is often no delineation between the use of the passive voice and the TUD participle in English.

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1. In 1820, the gospel was restored.
2. God's Beloved Son lives.
3. When the Apostles were rejected, the priesthood was lost.
4. This is called the Plan of Salvation
5. The priesthood is given to worthy males.
6. In our church, little children are not baptized.
7. In 1830, Christ's restored church was organized.
8. He was sent to the earth.
9. We are loved.
10. The gospel is taught by missionaries.
11. People are helped when they turn to Heavenly Father.
12. Covenants are renewed on Sunday.
13. While praying, the Spirit is felt.
14. Our bodies will be restored.
15. We are brought to stand before God.
16. After the apostasy, the fullness of the gospel was not taught.
17. Alma was smitten.
18. He was a blessed man.
19. The blessed man was given heavenly help.
20. After baptism, our sins are taken away.
21. The priesthood authority was given to the prophet Joseph Smith.
22. The apostles were rejected many times.
23. Games were played at the activity.

THE CHURCH OF
JESUS CHRIST
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Missionary Training Center